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ABSTRACT

This handbook brings together a variety of resources for the implementation of strategies and programs to promote self-esteem in children/students of all ages. The book begins with an explanation of the principles of motivation which facilitate learning, and a discussion of responsibility, structure, motivation, and persistence as functions of emotion. The topics of respect building and self-esteem are examined in the next section, and an outline lists research questions on the social relationships of learning handicapped children. Two self-evaluation instruments are included: one for school staff to analyze upsetting classroom situations, and one for students on accepting responsibility. Conceptual ideas are presented for teachers on the topics of positive language reinforcement, effective communication skills, and use of punishment. Over 15 classroom activities are described for use with students to enhance their self-esteem, build their self-concept, and clarify their values. A list of books and other resource materials concludes the handbook. (JDD)

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elf-Esteem:
Resource Notebook

Our lives are shaped by those who love us—
by those who refuse to love us.

John Powell, S.J.

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Program, Curriculum, and Training Unit
California State Department of Education, Special Education Division
Sacramento, California

Self-Esteem:
A Resource Notebook

by
Dianna Zapata

and
Joanne Cohn

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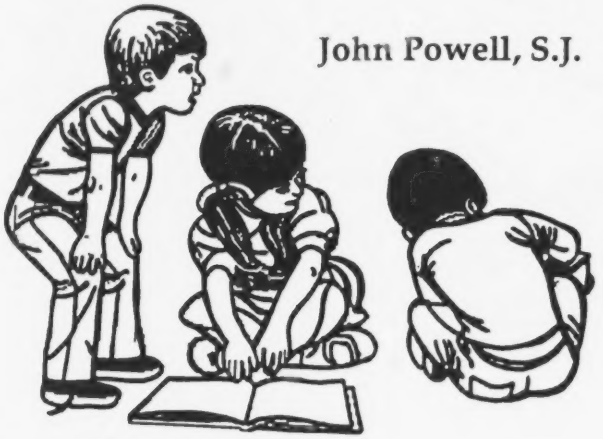

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INTRODUCTION

A child's life is like a piece of paper on which every passerby leaves a mark.

Ancient Chinese Proverb

All children deserve human interactions that dignify them in a respectful, caring way.

David Elkind has pointed out that many adults view children as being more like themselves intellectually than emotionally. They have a tendency to discount the range and level of feelings experienced by children. Elkind assures us that children do suffer feelings of humiliation, sadness, separation, and loneliness.

We can no longer allow the children of our earth to be hurt, criticized, or excluded.

We must find ways to support and encourage their feelings of belonging, competence, and self-worth when we consider the following quote by Carl Rogers:

"If I were to search for the central core of difficulty in people as I have come to know them it is that in the great majority of cases they despise themselves, regarding themselves as worthless and unlovable."

The development of self-concept in children can be arrested and eroded in early years by educators, parents, family members, and peers who are bent on wounding others or unaware of the psychological implications of negative and/or abusive behavior.[1]

This Resource Notebook has been designed to offer school personnel and parents available resources to develop strategies and programs which will promote and emphasize the development of self-esteem in children/students of all ages.

If a major goal of the educational system is to assist and support children in their growth toward becoming unique and special individuals, we then must offer a positive, supportive environment in which the child can develop into a productive, positive, caring, autonomous human being capable of contributing to his/her society.

Those who have contributed to this Resource Notebook have a deep commitment to providing positive life experiences for all children within our school systems. They deem it a privilege and a joy to work with and for children.

Joanne Cohn
Program Manager
SERN 4

[1]Canfield and Klimek, "Education in the New Age," Psychosynthesis Digest, Vol. I, No. II, Spring 1982.

MOTIVATION THEORY

Degree of Concern (Tension)

A certain amount of anxiety is necessary to increase motivation.

- no anxiety, no motivation
- some anxiety, some motivation
- too much anxiety, energy used to handle tension leaves, less energy for task

Feeling Tone

A moderate amount of pleasant or unpleasant feeling tone will increase motivation.

- pleasant, motivation
- unpleasant, motivation
- neutral, no motivation

Success (Degree of Difficulty)

An effort must be expending.

- task is too easy, no 'success' motivation
- task is too difficult, no 'success' motivation
- moderate difficulty, sense of accomplishment and success

Knowledge of Results

Feedback to the performer whether correct or incorrect.

- must be specific
- must be immediate

Interest

Motivation is frequently equated with interest: If the child is interested in the task, he is motivated to complete it.

- teacher task of relating content to learner or activity to learner

Intrinsic and Extrinsic Motivation

The relation of the activity to the goal.

- positive identification of intrinsic motivation can only be determined of oneself
- intrinsic motivation will always be rewarded
- extrinsic motivation may be material or social rewards

MOTIVATION

OVERVIEW

Motivation is one of the most fascinating and important principles of learning. If we understand the motives of the student, we can understand, and even predict his behavior. How can this be true? Motives are the dynamic force that energize behavior...it is motivation that compels a pupil to action. Motives are persistent, i.e. the student continues the action until he finds satisfaction for them. Not only do motives keep him in action, they direct his actions toward specific goals. In other words, motivation is the fuse for action.

1.0 Framework for motivation.

Formal learning is motivated. Although incidental (unmotivated) learning does occur, schools are maintained for the purpose of planning, organizing, and directing purposeful learning. The starting point for such learning is need, or motive, on the part of the student.

Fortunately for us, the majority of students tend to enjoy school, and are well adjusted individuals who can interact successfully with their environment. However, some pupils are NOT motivated to learn. Some learners are not interested in school, they don't seem to be motivated to enter into relationships, they easily get discouraged...nothing seems to hold their interests for too long, and the usual things that spark enthusiasm in other students do not motivate them.

As a result, we need to focus specific attention on the problem of motivation. We must arrange the environment so that the task involvement will become interesting to the student.

It can be clearly seen that we have a professional need to understand the principles of motivation. We need to master both the theory (the "why") and the application (the "how") of motivation in order to be able to use it in promoting learning.

1.1 MOTIVATION DEFINED. Motivation has been defined as a state of need or desire that activates one to do something. The general term "motivation" refers to behavior that is instigated by needs within the individual, and is directed toward goals that can satisfy these needs.

Motivation is an inner condition which is not subject to direct control by the teacher. However, motivation is responsive to environmental factors that can be manipulated by either the teacher or the student himself. In other words, various motivational principles can be used to create a state of need within the student.

Pupils learn most efficiently when they have a motive for learning. Unless they see a need, there will be little incentive to learn, no matter how much the teacher may struggle. We call this process of stimulating an active interest in a topic by appealing to a learner's drives, needs, or associated interests, motivation. Learners, too, often undergo a process where the desire to learn is reversed, i.e. they become motivated NOT to want to learn. It takes a skilled teacher, using appropriate principles of motivation, to revitalize this desire to learn in such students.

1.2 MOTIVATION AND LEARNING. As we discuss motivation, it is important to distinguish it from learning, and relate it to behavior. When students are motivated, they make the strongest response that they have learned. But no amount of motivation can trigger or direct behaviors that students have not yet learned. Consequently, motivation is closely related to entry learning behavior. When it comes to applying the principles of motivation to human behavior we are often dealing with sources and levels of frustration. Punishing a third grader who cannot sit still at his desk doesn't help him correct that behavior. Instead, the punishment may aggravate the habit by increasing the student's frustration.

Learners often tend to feel frustrated and rejected when they practice behaviors that are unacceptable. Punishment often makes them feel more rejected. Through the use of motivation principles, we can reduce the frustrations of the learner, and assist him in the selection of appropriate behavior.

Motivational patterns differ from one person to another. Even within the same person, different motives will be involved with varying types of behavior at different times. Moreover, in any given situation there are a number of motives operating simultaneously. Despite these problems, it is imperative that we become aware of the motives that operate in relation to school behavior, and of the individual differences in student motivational patterns, since they have such an impact on learning.

2.0 Motivation principles.

In working with the principles or components of motivation, it is important to remember that we need to incorporate them into our teaching, not only at the beginning of each lesson, but throughout the entire learning episode. In this regard it is important to realize that the various principles are inter-related and inter-dependent. For example, as we deal with the component of expectancy, we often find that the student's interest level is increased. If a group of learners in cued by the teacher to expect a game at the conclusion of a math lesson, they are more likely to be interested in the lesson itself. It is also true that success breeds good feelings in the pupils. Competition can create feelings of success, and so forth.

2.1 Interest. Pupils who lack motivation are not only less likely to

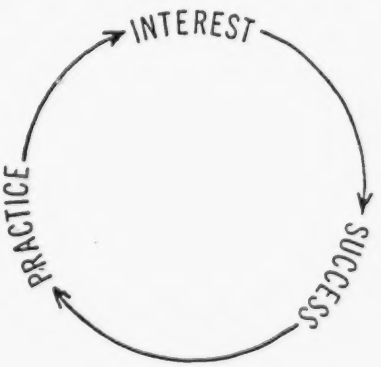
become involved in learning tasks, but also show a lack of persistence once a learning task has been presented. To this type of student, involvement in a difficult task is a cue that failure is likely. Such recognition of potential non-success creates an unpleasant emotional reaction which a student terminates by leaving the task. With this in mind, the importance of involving pupils in the learning task as a motivational device can readily be seen.

The amount of appeal that classroom materials have in terms of student interests determines, to a considerable extent, how hard and how long pupils will be willing to concentrate on a topic.

If students find that experiences in the classroom are interesting, they come to enjoy learning, and spend more time and effort in studious pursuits. If the classroom does not reflect and sustain student interest, the opposite tends to be true. Most interests are the product of past experiences. The direction that pupil interests will take is largely determined by the experiences that students have had with books, movies, companions, family, teachers, and excursions they have made into the world about them.

Differences in interests are caused by differences in such factors as chronological age, sex, experiences, attitudes, and maturity levels. It helps us to develop an understanding of various types and levels of pupil interest. With such a background, we can translate the information into specific, practical terms...learning activities, games, books, etc....that are appealing to learners.

In dealing with the component of interest, it is well to remember that the more one is interested in a learning activity, the more he will practice it. Such practice increases his proficiency, and heightens the satisfaction that he derives from the performance.



2.2 Expectancy. The motivational principle of expectancy is a belief or

understanding that a particular outcome will occur. When we describe concretely for students what they will be able to do as a result of instruction, we are using the expectancy function. This is also referred to as "anticipatory set", or "mental set". By recognizing the learning target before instruction begins, students are more motivated to achieve lesson objectives. Using the expectancy principle we modify, substitute, or create students' expectations in such a way as to increase their efforts to accomplish the new instructional objective. In other words, we help them key in on the task at hand.

Statements of instructional objective must be specific enough for students to know exactly what outcomes the teacher expects. This expectancy principle requires us to select objectives which accommodate student entering behavior. Such prerequisite learning must be at a level which will enable students to successfully understand or perform the initial part of the learning or task. We must keep student expectancies consistent with lesson objectives. Repeated failure to deliver what has been "promised" will certainly undermine students' confidence...both in themselves and in the teacher.

2.3 Anxiety. This component is based on concern about the learning task. Trying to achieve a desired goal is always accompanied by some tension or anxiety. This tension or stress can become so high that student response becomes disorganized, and learning is inefficient. However, it there is no anxiety in an instructional task there is low probability that learning will take place. Consequently, we need to build some anxiety into every lesson, remembering that if there is too much, students will devote more energy to trying to overcome it than in performing the task.

We can lower the anxiety level by not allowing it to compound. There are times, therefore, when we need to lower tension to increase learning. We can raise anxiety by using questions, directions, and various types of activities. Raising the level of difficulty in a learning task is yet another way to increase anxiety. Increasing the expected rate of pupil performance will also increase the tension level. As we build anxiety into lessons to increase motivation, it is important to remember that the optimum point of tension varies with each individual, and we must make appropriate adjustments to meet varied pupil needs.

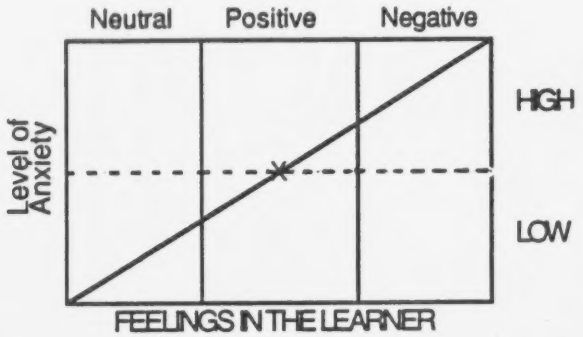
2.4 Feelings in the learner. It is possible to create certain feelings in learners about particular tasks on which they are focused. Students are best motivated when they have good feelings about what they are doing, and who they are doing it with. Since pleasant feelings generate motivation to learn, we should attempt to make school a pleasant place to be. Remember, however, that there needs to be some anxiety in every learning situation. If things are too pleasant the motivation to learn is diminished.

Unpleasant feelings have various ramifications. They may motivate

students on a temporary basis. They may also cause learners to completely reject learning tasks, or to avoid specific subject areas in the future. Therefore, unpleasant feelings should be used to create motivation with great caution.

When feelings in a learner are neutral about a task, there is no motivation to learn. We should avoid this condition by consciously creating some kind of feelings, preferably positive, in our learners.

Just as with anxiety, we can create positive or negative feelings in students through the use of questions, directions, and activities. In fact, tension and feelings in learners are closely related, since the higher anxiety gets, the more negative feelings become. When the anxiety level is just right, pleasant feelings are created about learning.



2.5 Competition. Here is one of the basic ways in which we interact with one another, and with ourselves. From infancy and throughout life, different influences tend to reinforce the competitive aspects of living. In school, at play, at work, in sports we are continually trying to move ahead of someone else, or to better our own personal performance. We are encouraged to do better than the other person, to compete with him successfully..to win! If competition is friendly and well organized so that every student has an opportunity to be successful, motivation will be enhanced along with interpersonal relations. However, in poorly managed competition hostility between members of the group develops, and outward aggression can occur.

There are two basic types of competition: (1) group, and (2) individual. Group competition can be a strong motivator if some basic rules are followed:

---students should have the entry skills to be successful during a reasonable portion of the episode;
---students involved in the competition should have some common ability;

---students must be successful on a periodic basis as they compete.

Individual competition is a less threatening way to motivate students. Most pupils enjoy competing against themselves, and in so doing usually achieve success on a frequent basis. Some examples of activities that involve individual competition are:

---keeping a record of correct responses as a learner moves from one activity to another (Spelling tests, math quiz, etc.)
---timing a learner's reading speed as he moves from one lesson to another
---charting correct verbal responses over a period of time
---checking the number of correct responses that can be made continuously without an error
---timing or measuring for distance in psychomotor activities (running, jumping, throwing, etc.)
---keeping a log of incidence regarding various acceptable or unacceptable behavior such as turning in assignments on time, talkouts, etc.

2.6 Feedback. The knowledge of how well we are doing is a strong motivator for us to continue performing a particular behavior. If we do not have that information, we generally get discouraged and want to quit. The more specific the information in terms of our progress, the more motivated we are to improve it. It is essential that we provide learners with such feedback, both during and at the conclusion of learning episodes.

Feedback has two important qualities which must be present if it is to be useful as a motivation principle:
---Feedback must be immediate. The more closely spaced a student's performance and the feedback that he receives regarding it, the greater his motivation to improve.
---Feedback must be specific. The more clearly the feedback indicates to the pupil how he can improve his performance, the greater his motivation.

These two points have real implications in the classroom. For example, the way that we evaluate pupil written work provides an opportunity to make use of the feedback principle. If we really want students to be motivated to improve their performance, we must thoroughly critique their papers, making specific references to strengths and weaknesses, and return those papers as quickly as possible.

2.7 Learning Success. There is a high correlation between success and self-concept. Generally students who are successful have more positive self-concepts, while those who are less successful tend to have lower self-images. We can use the principle of success as a motivator to

reinforce a pupil's strengths, while assisting him to overcome his weaknesses. Curriculum materials and teaching methods should involve the manipulation of level of difficulty, so that success is more likely. We tend to have greater success in those areas in which we are interested, and conversely we tend to be more interested in those areas in which we experience success.

The level of difficulty is important, however, in terms of how much motivation will be derived from success. That is, if the task is too easy, there is little motivation to perform it, even though success is assured. An optimum level of difficulty is critical if learner success is to function as a motivator.

2.8 Intrinsic/Extrinsic Principles. We can assist learners in shifting from a dependence on immediate-specific external incentives (called extrinsic motivators) to more remote and generalized incentives (called intrinsic motivators). Extrinsic motivation consists of stimulating learning by the use of incentives which are external to the learning process. Such motivators have little relationship with the learning task itself. They are similar to lower level positive reinforcers, i.e. stars, points, candy, etc. For example, a student is motivated to complete his math problems because he can earn "free" time. When this extrinsic incentive is not offered, however, he is not motivated to do the problems. There are times when we need to facilitate learning by using extrinsic motivators. This is a perfectly acceptable teaching strategy! The key is to not permit learners to remain at the extrinsic level, but to move them to intrinsic motivators. Extrinsic motivation is not as efficient as intrinsic since there is no motivation to perform the task when the extrinsic incentives are not present.

Intrinsic motivation is internal to the learner. A student is intrinsically motivated when learning is its own reward. With intrinsic motivation the activity and the reward are interrelated. That is, the performance of the task is reinforcing to the learning. It motivates him to continue the behavior. Intrinsic incentives have a built-in motivator. The learner is not dependent upon an outside source for motivation. For example, intrinsically motivated students read because they derive inner pleasure from it, not because they get stars or points for doing it. Intrinsic motivation is more efficient than extrinsic because the reinforcement is always there for the student, regardless of the situation.

3.0 Summary.

In using the principles of motivation to facilitate learning, it is important to remember that there are many variables involved. The principles are interrelated with one another. For example, we are motivated to work at tasks on which we are successful. Such success makes us more interested, and the performance is intrinsically motivating to us. In addition, we must be aware that motivational principles vary from individual to individual, and even

within the same person from time to time.

One of the incentives to use motivation principles in our teaching is the fact that once motivation patterns have been identified in a learner we can more accurately anticipate his behavior, and deal successfully with it!

We cannot force students to learn. We can, however, manipulate the environment so that they are more motivated to learn. Once this is done we often find that the learning process begins to perpetuate itself. In planning learning experiences, we need to include motivation throughout all lessons. We need to make lessons interesting. In beginning each lesson, it is a good idea to discuss the objective with the students to build expectancy. We want to remember that if there is no anxiety on the part of our learners, there is usually no learning going on, so we build in tension at an appropriate level. Since students are best motivated when they have good feelings about what they are doing, we also develop positive feelings in our learners. Caution needs to be carefully planned so that students are encouraged rather than discouraged. We can achieve a higher degree of motivation by encouraging self-competition. As students progress with their work we want to provide feedback that is specific and immediate. Keeping in mind that "success breeds success", we will plan many opportunities for all students to be successful. As we design and implement lessons, we need to provide both extrinsic and intrinsic motivation, based on the needs of each student. Utilizing these principles will pay off in terms of increased learning for pupils, and a much more efficient and satisfying teaching situation for you!

PRACTICE ON MOTIVATION THEORY

Which variable of motivation is the teacher manipulating?

1. Tension	3. Interest	5. Success
2. Feeling Tone	4. Knowledge of results	6. Extrinsic/Intrinsic rewards

_____ 1. When modeling word problems on the board, the teacher used the names of the students in the class.

_____ 2. In asking questions during a reading lesson, the teacher says, "Now this next one is going to be a little bit more difficult."

_____ 3. The teacher gives a diagnostic test in math in which the first two problems are so easy that she knows every student can do them correctly.

_____ 4. The teacher smiles warmly at the children at the beginning of a group's reading lesson.

_____ 5. For a student who loves to read, the teacher allows that student to have free reading when he finishes with the assigned lesson.

_____ 6. In a small math group, the teacher has an answer sheet available on the bulletin board for students to check the answers to their worksheet.

_____ 7. The teacher lists on the board names of students who got down to their work immediately. These students are the first to be released for recess.

_____ 8. In a quiz on fractions, the teacher has several word problems. The word problems deal with pizzas and apple pies.

_____ 9. The teacher discusses with the class the fact that the classroom has become increasingly messy. She says that if the situation doesn't improve, time will be taken from recess for classroom clean-up.

_____ 10. In primary, the reading groups are named Bullwinkle, Snoopy, the March Hare, and Mr. Toad.

_____ 11. After an exercise in oral dictation, the students are given a dittoed copy of the exercise and are allowed to check their own papers.

_____ 12. After completing the required lesson, the student is allowed to have a choice of his spare time activity.

_____ 13. The students are allowed to work with a partner on a concept that is new and difficult.

_____ 14. In an exercise on letter writing, the students are encouraged to write a letter to their favorite T.V. personality.

_____ 15. In introducing a new unit, the teacher stresses the fact that it is extremely important to listen to and comprehend the initial material, or else the student may have trouble later on.

_____ 16. During an assigned reading in social studies, the teacher says that in ten minutes each child will be required to write five new facts that he learned.

_____ 17. The teacher creates a center including Indian clothing, weaving, beads, and Indian pictures to initiate an Indian unit.

_____ 18. The teacher gives a child who has difficulty in spelling, five spelling words to master out of a twenty word list.

_____ 19. The teacher passes out candy for perfect papers.

_____ 20. The teacher puts a note on a child's language paper telling him that he used capitalization and punctuation well.

_____ 21. The teacher tells the child he must write five questions before he leaves for lunch.

_____ 22. The teacher puts her hand on Johnny's arm when he is eager to answer a question, but must wait a turn.

PRINCIPLES OF LEARNING CHECKLIST

Based on the lesson you just gave/received, put a X by the word(s) that best describe each variable.

MOTIVATION

Feelings

_____acceptance	_____prejudice
_____openness	_____threat
_____warmth	_____coldness
_____support	_____neglect

Comments:

Concern

_____"I'd better get with it"	_____immobilizing tension
	_____"I couldn't care less"

Comments:

Interest

_____vivid	_____dull
_____meaningful	_____meaningless
_____relevant	_____irrelevant

Comments:

Success

_____achievable tasks	_____impossible tasks
_____challenging tasks	_____demeaning tasks

Comments:

Feedback

_____prompt

_____precise

_____delayed

_____none

_____confusing/ general

Comments:

Rewards

_____appropriate extrinsic

_____appropriate intrinsic

_____no rewards

_____unrelated/ inappropriate

_____unearned

Comments:

REINFORCEMENT

Positive

_____specific

_____immediate

_____appropriate

_____consistent

_____sincere

_____too general

_____too late

_____wrong kind/ intensity

_____confusing

_____"phony" or unearned

Comments:

Withheld

_____first occurrences

_____first reoccurrences

_____for harmless behavior

_____consistent misbehavior

_____harmful behavior

_____"display" behavior

Comments:

Negative

_____ specific, informational

_____ reasonable replacement behavior indicated

_____ replacement behavior stops negative reinforcement

_____ replacement behavior positively reinforced

_____ punitive

_____ too general

_____ replacement behavior overlooked or unappreciated

_____ student can't earn way out of trouble through improvement

Comments:

Strategy

_____ undesired options cut off

_____ conditions favorable for desired behavior

_____ teacher ready to positively reinforce 1st positive desired performance

_____ too many choices

_____ opportunity for desired behavior too little or too late

_____ student comes through but teacher misses it

Comments:

RESPONSIBILITY

Responsibility as a Function of Emotion

Every teacher recognizes and appreciates responsible students. Invariably, these youngsters follow through on a given task, complete it to the best of their ability, and often do so without direct or frequent supervision...

Unfortunately, many students are not responsible. When a task becomes difficult for them, rather than seek help, they permit their attention to wander. Sometimes they begin to annoy their classmates, become troublesome and cause a general disturbance...

When students cannot learn easily, they are likely to become discouraged or irritated...

Expect that individuals will behave responsibly when they are able to do what is required without fear or either embarrassment or failure,

...many become "irresponsible" when they realize that their serious efforts cannot produce success.

STRUCTURE

Structure as a Function of Emotion

Structure is the establishment of specific rules for working on and completing an assignment. It implies that certain things should be completed in a special way within a definite time span. Structure limits the number of options that are available to a student and imposes modes of learning, responding, or demonstrating achievement.

Although creative youngsters squirm under strict guidelines and find learning that way frustrating and unstimulating, others find it equally difficult to achieve without an imposed structure. It is necessary, therefore, to identify creative learners who would thrive when offered varied opportunities to organize their own studying situations. It is equally important to recognize those who are unable to function comfortably unless well-defined directions and procedures are given to them.

Consider, for example, the teacher who asks an entire class to write a composition about "something that interests you." The creative, experienced, or alert student may consider many possible themes, and may not be able to choose one from among the many that come to mind. Less creative students and those with learning disabilities may not be able to identify a single idea to describe.

MOTIVATION

Motivation as a Function of Emotion

Most of us acknowledge that teachers should not teach motivated and unmotivated students in the same way; yet often they do exactly that, with predictable consequences for erupting discipline problems and student and teacher dissatisfaction.

Motivated youngsters are eager to learn....many poorly motivated students are unenthusiastic about learning because they find it so difficult to achieve.

PERSISTENCE

Persistence as a Function of Emotion

When given a task to perform, some students will work at it until it has been completed. If they develop a problem with the assignment, they will find a classmate or a resource reference to explain how to overcome the difficulty. If no other help is available, they will seek the teacher's assistance and then return to their work.

Other students, often those we say have "short attention spans," cannot continue their work for any length of time. The moment these youngsters experience any difficulty, they lose interest, become irritated, begin to daydream, and/or become involved in social activities rather than complete their tasks.

CONTENT: ON SELF-ESTEEM

We all make mistakes. But to commit a wrong, to lower the dignity of a child and not be aware that the dignity has been impaired, is much more serious than the child's skipping words during reading.

Clark E. Moustakes
The Authentic Teacher

Notes

Materials in this section will provide a context for the subject of self-esteem. The narrative, anecdotal articles and information statements will explain and set a tone for the mind set and philosophy of materials contained in the resource notebook.

RESPECT-BUILDING: THE "SECRET" TO SUCCESS

By Keith E. Beery, The University of Hawaii

IBM and many other big businesses have discovered that respect-building pays off handsomely in terms of morale, productivity, public relations, and profits.

Respect-building pays off even more for handicapped and other students, as well as for teachers and other educators. Within two years, public schools which use RESPECT FOR EDUCATION methods have, on average, achieved these results:

	BEFORE	AFTER
Students behaving respectfully:	48%	97%
Student rates of learning basic skills:	81%	124%
Voters willing to provide needed school funds:	42%	92%

Respect-building prevents failure and more than pays for itself through increased ADA and public tax support for needed salaries, materials, and services for handicapped and other students.

RESPECT FOR EDUCATION respect-building methods are surprisingly simple and inexpensive, having been gradually distilled through many years of action-research in a wide variety of schools in California and other states. In essence, all that is required to stimulate major improvements is for administrators, staff members, and students to at least 30 minutes each month to:

A. SELF-EVALUATING RESPECT BEHAVIORS WITH THE ROSE,
B. ACTION-PLANNING FROM PEER-GROUP ROSE RESULTS, and
C. ENGAGING IN PEER-TEACHING, RESPECT-BUILDING ACTIVITIES.

"Respect" consists of behaviors which enable people to work and to live well together. Respect is the primary factor in School Climate Improvement, a key variable in creating Effective Schools. Respect is specifically defined by the 40 behaviors in the ROSE (Respect for Others & Self Evaluation), which are listed under ten categories: KNOWING, ACCEPTING, HONORING, and TEACHING one' self & others; ASSERTING one's self; and COOPERATING.

The RESPECT FOR EDUCATION model strongly encourages peer-group creation of respect-building activities to meet group needs identified by The ROSE needs assessments. Cooperative Learning and other available methods which beautifully fit the model can be used to stimulate needed peer-group creativity and ownership.

One leading K-12 public school district in or near each of the major urban areas of California is now being sought to participate in further development, demonstration, and international dissemination of the RESPECT FOR EDUCATION model.

Contact: Keith E. Beery, Director, The Respect Institute, University of Hawaii, 1776 University Avenue, Honolulu, Hawaii 96822. (808) 944-3112 (Hawaii), or (415) 479-1441 (California).

DRIVING CHILDREN SANE

By Dr. Haim Ginott

A story is told about a teacher who was known for her love of children. She was chosen teacher of the year. On her way home from the award ceremony, she caught two boys scribbling uncomplimentary inscriptions in the wet cement near her home. So, she beat them up.

Of course, this became the scandal of the year. The principal called her to his office and asked her to explain herself. "You who love children have beaten two of them up. How can you account for it?" She replied, "Well, I love them in the abstract but not in the concrete."

While I can accept this teacher's excuse, I must reject her reasoning. Children are always in the concrete. Their problems are always concrete, especially in the classroom.

I used to be an elementary school teacher in Israel many years ago, and I quit. I couldn't detect any connection between what I was teaching and what the children were learning. I taught them one thing, and they learned something else.

Since I was young and naive at the time, I discussed the matter with the principal. I said to him, "The children come to us at the age of six, and they are lovely. They look up to us; they talk to us politely. When they leave at the age of 14, they are savages. How come it takes us eight years and we do so poorly?"

He didn't like my line of questioning and said rather glibly, "Why don't you go to the United States and study some more?"

So I did. I went to Teachers College, Columbia University, and got my B.S. in education. Then I knew it was hopeless. The professors talked to us in a way that did not make sense to someone who had already been a teacher. They wanted to convince us that children came to school with a terrific thirst for knowledge and that all we had to do was quench their thirst. I knew better. Children came to school to make our lives miserable. And they succeeded!

It was then that I decided to become a clinical psychologist, and got my M.A. and doctorate in clinical psychology at Columbia University. I wanted to understand what I was not taught in two teachers colleges. Luckily, I had a chance. I became chief psychologist in the Jacksonville, Florida, Child Guidance Clinic. There I worked with children and their parents in psychotherapy.

Children are brought to psychotherapists as a last resort. At first, everybody tries to help--mother and father; grandparents on both sides; neighbors who give advice even if not asked; and of course, the teacher, guidance counselor, and principal. What is it that I, a psychotherapist, know

that the rest of the world apparently does not? Why is it that I see a child in therapy one hour a week for a year, about 50 hours in a child's life, and he changes? Everyone notices that he changes for the better. His symptoms disappear; his personality and character improve; he is easier to live with; and he likes himself better than before.

I asked one of my colleagues, "What do we do that helps?" He answered, "When I see a child, I strengthen his ego, I modify his superego, I enhance his self-image, and I redistribute his libido." And I said, "All this on Monday morning at 10 o'clock with five-year-old Jimmy?"

My colleague's answer was accurate conceptually but not pragmatically. When I see a child, that is not what happens. He comes into the playroom, asks questions, and I answer. He is furious, and I say something to defuse his anger. He is determined not to talk, and I find a way to his heart. Sometimes he makes me mad, and I express my anger.

I noticed that when I communicated with a child, I spoke differently to him than did his mother, his father, his teacher, his grandparent, or any significant adult in his life. In other words, my approach was unique.

When I realized this, I started writing my second book, Between Parent and Child, translating my therapeutic principles of communication into child-rearing practices. I also began writing Between Parent and Teenager and my latest book, Teacher and Child, which is a translation of my therapeutic principles of communication into educational practices.

Let me share some of the principles and practices that I use and very strongly believe belong to parents and teachers even more than to psychotherapists.

When I am about to see a young child for the first time, I do not say to myself, "Dr. Ginott, you are about to meet a new friend." Why not? Because I know I'm an adult, and he is a child. So he looks at me as an enemy.

The first mistake that almost every parent and every teacher makes is to think of children as friends. Children are not our friends. Children are not our friend; they are more like enemies. Notice, I do not say that we are their enemies. In fact, the tragedy of adult-child relationships is that we are their friends and they do not know it and they are our enemies and we do not know it.

Parents ask why children are not our friends after all that we do for them. The answer is: They are dependent on us, and dependency breeds hostility. It follows, then, that by diminishing dependency, we can make friends of our children.

The question is how can we diminish dependency in children who are so dependent on us by their very nature? Psychotherapy can give some answers. When a child comes to his therapy sessions, he is confronted with thousands of choices. As a result, he develops a greater faith in his ability to cope.

Give children choices. Offer them options. I remember talking with a group of teachers who were also parents, and one said, "You're telling me to give choices to my pupils. I can't even do that with my own children." I asked, "How old is your youngest?" She replied, "Two years."

I said, "Can you say to him, 'Danny, would you like to have your eggs hard or very hard?'" She answered, "Well, I think I could manage that."

Then I asked her, "What difference does it make to Danny if you give him this kind of choice?" She concluded that Danny may say himself, "My mother takes my wishes into account. I have something to say about my life. I am a person."

I asked the mother of a three-year-old, "Can you say to Diane, 'Would you like a glass of milk or half a glass?'" "She'd always choose half a glass," the mother said.

My incidental suggestion: "You can always start with a larger glass."

To another mother--a nursery school teacher--I said, "Can you say to your boy, 'George, do you want orange or tomato juice this morning?'"

She said, "Yes, I can, but by the time I reached the refrigerator he would change his mind.

I said, "Children do that because for a little child a miracle just happened. He said something and an adult moved. So he wants to repeat the miracle."

But when he changes his mind, I would not say to him what I heard one teacher say: "Make up your mind, if you have one." That is definitely not good for mental health. What I would do is look for a way to give him credit. I would say, "George, you know exactly what you have a yen for this morning." The rest of the world is so eager to point out to children their wrongness; it is up to parents and teachers to use every opportunity for making children aware of their rightness.

A teacher who gave her nursery schoolers choices between orange and tomato juice ran out of orange juice one day. Still wanting to offer a choice, she said, "Today you may choose to have tomato juice or tomato juice. For three-year-olds, it was choice enough, except for one little boy who said, "Hey teach, I asked for tomato juice, and you poured from this bottle, and Linda asked for tomato juice, and you gave her from the same bottle." The teacher looked at him with great appreciation and answered, "You noticed it, mmm?" "Yeah," he said, "I'm smart."

There is always a mother who says, "Giving choices wouldn't work with my child. If I gave him a choice between orange juice and tomato juice, he'd be sure to choose something I don't have--like papaya juice."

To such a mother, I say, "Tell me what you say to your child when that happens." She replies, "I tell him that he should consider himself lucky that he has a choice between orange and tomato juice because millions of children in Europe, in China, and in Africa don't have such a choice."

And then I ask, "Is that all you say?"

"No, I also tell him that I am not a mind reader, that if he wanted to have papaya juice, he should have told me yesterday when I went shopping." I ask, "Anything else?"

She says, "Yes, I hit him and say, 'You're crying; I'll give you something to cry about.'"

In psychotherapy with children, when we do not have something the child asks for, we do not offer him an explanation, we grant him in fantasy what we cannot give him in reality.

In my playroom I have 77 crayons. One little boy asked for a crayon I did not have--azure blue.

I could have said to him, "Who do you think you are? Van Gogh or something? For your scratching, 77 crayons are not good enough? Besides, your mother told me you were actually color blind."

But no! I looked at him appreciatively and said, "You need that azure blue. I wish we had it for you." To give him some Piaget and not only Freud, I continued, "In your mind's eye, you can already visualize how the picture would look with your azure blue."

Then I started writing, and he questions, "What are you writing?" I replied, "To order azure blue special for Tommy." He said, "Don't forget." And I said, "Let me underline it."

This method works best for children who do not yet know how to read. They are so caught up with the idea that an adult went out of his way to write for them that they begin to learn to read.

This is not a method of manipulating children. I went to three stores before I found the azure blue. But interestingly, at our next session, Tommy did not ask for it. Finally, when I could stand it not longer, I said, "Tommy, I have your azure blue."

He replied, "I don't need it anymore." What does this mean? That at the moment of his need, I was on his side.

The principle, grant in fantasy what you cannot give in reality, has many applications.

When a child complains, "I don't want to go to school," his mother does not

have to go into a song and dance, offering explanations, urging, cajoling.

She can simply say, "You wish you didn't have to go to school today" or "You wish it were a holiday today" or "You wish an announcement would come on the radio, 'Fifteen inches of snow today. Mothers, keep your children at home.'"

This kind of response will change the mood. With children, it is much easier to change a mood than to change a mind.

Once I visited an Eskimo school in Alaska and I played the harmonica for the children. They clapped and danced. When I finished, one little boy came over to me and said, "I want your harmonica." I was taken aback for a moment, and then I realized I had two possible ways of handling the situation: One was to give him an explanation, "I'm sorry I can't give you the harmonica because I have only one and I want to play it for other children." The other was to grant him in fantasy what I could not give him in reality.

I opted for the latter and said, "Oh, I wish I had a harmonica to give you." He smiled. Then another boy came over, "What about me? I want a harmonica." I said, "Oh, I wish I had one to give you." And he smiled.

The third one came over and was much more enterprising and asked for five harmonicas. So I answered, "Oh, I wish I had five harmonicas to give to you." The next one wanted 10 harmonicas. The last one wanted a million.

The interesting thing about these exchanges was that the mood was not spoiled by explanations. All of the children got into the spirit of the thing and all of them felt they got something from me; my goodwill, my being on their side.

One more principle of communication that I use in psychotherapy and that teachers and parents often do not use is guidance, instead of criticism, as a means of influencing children. How do the two differ? Criticism attacks the child's personality and character, calls him names, and tells him who he resembles and where he'll end up. Guidance defines the problem and helps find solutions.

Did you ever see what happens when a child spills a glass of milk at home? Mother: "How many times do I have to tell you how to hold a glass? What's the matter with you? You're 10 years old and clumsier than your baby brother."

If father is there, he is even more helpful: "Listen, he can't help it. He's clumsy. Always was and always will be. He was born a slob." And if father wants, he can escalate the war and tell his wife, "He takes after your family."

In guiding a child, a mother would say, "Oh, the milk spilled. We need a sponge." All of us have learned insult together with mother's milk, so our tendency will be to say, "The milk spilled, you idiot. We need a sponge." I'm pleading with adults to resist the temptation to insult and instead to

say, "Oh, the milk spilled. We need a sponge."

I saw a beautiful example of guidance, rather than criticism, in a classroom. A child touched a standing blackboard, and it fell with a loud noise. He was upset. The teacher consoled, "Those standing blackboards are a pain in the neck. You need help to pick it up?" The child's face changed from horror to utter astonishment, and he answered, "No, I can do it myself." In a minute, he picked up the blackboard.

I stayed on in this classroom, and another teacher and another child came in. This child also touched the standing blackboard, and it fell. But this teacher had another reaction, "Everything you touch ends up on the floor. What is the matter with you? Do you have two left hands or something?" The child just stood there. The teacher added, "What are you doing standing there like an idiot? Hop to it."

These two teachers differed. One had learned skills in communication, the other had not. One teacher knew that when a child has a mishap, the adult says nothing to the child about his personality or his character but deals with the situation. As George Ford the founder of the Quakers, said, "Don't talk to his condition."

How does a teacher deal with a guest who comes to his home and forgets his umbrella? Does the teacher run after him and say, "Mr. Smith, everytime you come to our home you forget something. If it's not one thing, it's another. I bet you'd forget your head if it weren't connected to your shoulders. Mr. Smith, will you never learn? After all, you're 44 years old."

It seems to me that no teacher would say that. Every teacher knows what to say to a guest. He says, "Mr. Smith, here's your umbrella." How come?

We were all brought up by parents and teachers to be sensitive and protective of guests' feelings. Not so with children's feelings. We weren't taught that we need to treat children the way we treat guests.

One teacher commented, "Guests come for a couple of days; our children stay longer." But the principle doesn't change, because children are also guests in our homes and in our schools. There are only a few years in which we can really make an impact on their personality, on their character, and on their values.

And values can be only in concrete situations, not by heart-to-heart talks and by preachment. A little boy and his father were in an ice cream parlor. The boy said, "Dad, I want a double-decker ice cream cone." When the father replied, "I'll get it for you," the boy said, "No, I'll get it myself."

The father countered, "You'll drop it. You always drop things." But the boy insisted, and his father let him get the cone.

As I watched the scene, I said to myself, it will be a miracle if the child

does not drop the cone. Why? Because if he does not drop it, he makes his father a liar and himself the son of a liar. Of course, the boy dropped it. In fact, his act was a sacrifice to protect his father's good name.

He came to his father crying, "I'm bad." And the father answered. "You're not bad, you're stupid."

What an opportunity the father missed. Mishaps are God-given opportunities to teach children the best of human values. I can see another father looking at his boy and saying, "Son, that's not what we say when ice cream splatters. We don't blame. We look for solutions. 'Mr. Waiter, I want another ice cream cone for my son.'" A child with such a father has a head start in mental health.

After discussing how to handle mishaps, many parents and teachers I work with say that they can't wait for the milk to spill in order to try the new method. (The children don't let them wait too long!).

When somebody says, "You talk like a teacher," I know he is not trying to be complimentary. Why? Because we have a reputation for dwelling on trivia. Or as one child said, "My teacher always says something after she says something."

Professor Jacob Kounin at Wayne State University taped a conversation in a classroom to demonstrate how teachers waste time, energy, and effort. A boy had lost his pencil and said to his teacher, "Teacher, I lost my pencil."

The teacher responded:
"John, did you lose your pencil?" This, after the child had told him, "I lost my pencil."
"I'd like to know what you did with it."
"Did you eat it?"
"What happened to it?"
"What color was it?"
"You can't do your work without a pencil."
"I'll get you a pencil."
"Make sure the pencil is here tomorrow."
"And don't tell me tomorrow that you lost this pencil too!"

Nine statements, and all of them unnecessary. If the teacher were going to give the boy a pencil, he should have given it graciously. "Here is another pencil, Johnny." At least the teacher would receive a thank you and would be able to say, "You're welcome."

Here is another example. Sometimes children talk when they shouldn't in the classroom. A typical teacher reaction to a classroom situation follows:
"Richard, stop the talking."
"Some of you are cooperating, and some of you are not."
"Mary's cooperating and doing the work."
"So is Jimmy."

"Mabel isn't listening."
"Now, you all know this isn't a playground"
"This is a classroom, and we are supposed to be learning."
"Good citizens don't bother other children who are trying to learn, do they?"
"So, let's all cooperate and be good citizens and not disturb other children."

It's hard for children to learn when there is a lot of noise--especially from the classroom teacher.

A little girl returned home after her first day in school. Her mother asked, "How did you like it?" The child responded. "It was nice except for one lady who kept interrupting."

Many years ago, I wrote a statement that I included in the preface of my book, Teacher and Child, because I think it is something that is important for teachers to keep in mind: "I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration., I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

For Educators:
Considerations On Self Esteem
by Diana Zapata
Educational Specialist
SERN 4

*Language constricts the way in which we perceive the world around us and how we view ourselves as humans.

*We learn about culture, role expectations and social norms through language.

*If one's language can be the critical variable in the emotional development and well being of children and adults, then we must carefully choose the words we use.

*Develop a mindset of rewording from negative to positive. It's easy to notice what is wrong and to complain about it. Much more effort is required to notice what is right, what the child or individual is doing correctly and to verbalize it. The reward for this effort is well worth it.

*Public validation is a most powerful way of enhancing self esteem. How often do we take the time to praise a coworker for a job well done?

*Our classrooms, by their very nature, further the sense of isolation; the individual educator is a separately functioning entity.

*Adults and children share one major commonality--humanness. To receive (and give) recognition for appropriate behavioral response is a key need for everyone.

*The idea of social approval has become popularized by current-day management books, e.g., The One-Minute Manager.

Research indicates that our gains will far outweigh our losses if we attend to the social aspect of our human nature.

*It's important that our words, body language, and modeling of desired behavior are all consistent -- watch out for conflict here.

*As educators, we know the importance of and effectiveness of behavior management, yet it is all too often easily replaced by negative reinforcement and language statements. "Choosing the Path of Least Resistance" when played into classrooms can have a devastating effect.

*Develop a process of intermittent positive reinforcement systematic and consistent.

*A lot of preparation is required particularly in the initial stages.

*With teaching preparation, there is less likelihood and chance for the child

to become distracted and to mentally wander away. By keeping schedules full, not overloaded, but systematically full, we decrease the amount of time available for negative behavior and trouble making.

*Design your program so that each successive approximation is recognized and ample opportunities for reinforcement are provided. Eliminate the failure factor--help the child succeed.

*We so easily destroy each other's dreams and self esteem--"Wait till you get out into the real world" is a statement children often hear. Many of our students, particularly those in special education, will always be in some sort of monitored environment. Acknowledge that for them and all of us, what we do at every moment is reality. This same concept makes it easy to put off living until a more appropriate time:

Losing that extra weight
Starting an exercise program
Visiting a relative
Calling a friend
Calling home
Writing a letter
Holding to that promise to stop smoking...

These things get put on hold while we attend to immediate pressures -- work, home and school requirements. The bottom line is that very few of us take the time to do "it" now while it's not too late. The mythical notion that life is something we live after the demands of day to day living must be eliminated.

*Nothing (in life) that happens to you really matters. What <u>is</u> important is your reaction to it and the process you experience.

*Take a moment to remember your favorite teacher(s). What did they provide? What quality makes them unique? Chances are you have remembered a person who was supportive, loving, caring and encouraged you toward reaching a goal or realizing a dream.

*What qualities about you are unique that you can begin to allow to grow and share with those around you?

*One of the ways we can attend to our tremendous need for feeling and self expression, for integrating and synthesizing social/emotional aspects of our being, is to implement our counseling skills within the classroom.

*Counseling model broadens scope of teacher skills and is the <u>missing link</u> toward achieving a humanistic, holistic approach to our roles as educators --

healthy coping
healing rather than just surviving
nurturing

*Expectations will be met to the level at which they are set.

*Getting in touch with feelings can be scary, for all of us. If we as adults fear it, avoid, or resist it, our children and students will sense this and respond accordingly.

*Rather than reinforce the person, reinforce the behavior, so the individual's self esteem is left intact. Even if inappropriate behavior resumes, the person continues to be loved and cared about: "Good listening." "Nice work." "Good job." Emphasize the good behavior.

*It becomes our responsibility to provide quality human interactions for the students of our world if, indeed, we do believe in our resposibility to help students develop a positive self concept.

RESEARCH

The secret of education lies in respecting the pupil.

Ralph Waldo Emerson
The Complete Works of Ralph Waldo Emerson

Notes

A limited amount of research information is available in the area of self-esteem. Self-esteem is intangible and not easily measured. Research tends to focus on the academic cognitive aspects of students rather than viewing kids in a holistic sense.

An invitation is extended for research contributions you may have or know of to include in this Resource Notebook. Please send your materials or suggestions to SERN 4, 842 Portesuello Ave., Santa Barbara, CA 93101.

OUTLINE OF RESEARCH QUESTIONS

Gale Morrison, Ph.D.
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SOCIAL RELATIONSHIPS OF LEARNING HANDICAPPED CHILDREN

Past research:

1. Explored different techniques of measuring social acceptance in LH children.

2. Looked at the relationship between popularity and socioempathy (one's ability to estimate one's own popularity). LH children overestimate or underestimate their popularity; this misperception is related to their lower level of popularity.

3. Described different profiles of popularity in relationship to ratings of cognition and behavior. Popularity does not necessarily coincide with high ratings on cognitive and behavior.

4. Looked at the relationship between teacher and peer perceptions of cognition and behavior and social acceptance. Found that teacher perceptions influenced peer perceptions which in turn influenced ratings of popularity.

Investigations in progress are asking:

1. What are the developmental trends in social relationships and self concept of LH children?

2. How do teacher ratings compare to those given by LH children and nonhandicapped children to themselves?

3. What are the cognitive and social characteristics of children with high and low self concepts?

4. What are the affective and cognitive characteristics of children with different levels of popularity?

5. What are children's conceptions of friendship and how do they differ at different age levels?

ASSESSMENT

Every person needs recognition. It is expressed cogently by the lad who says, "Mother, let's play darts. I'll throw the darts and you say 'Wonderful.'"

Educator's Handbook of Stories, Quotes, and Humor
M. Dale Baughman

Notes

Tools for self-evaluation, both for teachers and students are included in this section.

Some commercial self-esteem inventories available for purchase are also listed with short, descriptive abstracts.

SELF-EVALUATION FOR SCHOOL STAFF*

Unpleasantness Survey

As a way of monitoring your feelings during those times when you are teaching, fill out the attached questionnaires. These are for your own information and may provide you with a few clues to what consistently gets you upset or angry. When you have identified these upsetting situations, you will be in a better position to control your responses to aversive situations.

DIRECTIONS: The items in this questionnaire refer to student behaviors and other situations that may "bug" you while you are teaching. Read each item and decide how much you are disturbed by the situation nowadays.

EXAMPLE: chewing gum

Not at all	A little	A fair amount	Much	Very much
1	2	3		4

If a student chews gum in your classroom and you don't feel unpleasant or bugged circle number 1 (not at all). If you would feel a little unpleasant circle number 2 (a little). If you would feel more uncomfortable circle a higher number--3 (a fair amount), 4 (much), or 5 (very much), depending on your response to the item.

1. Throwing food in the cafeteria

   1 2 3 4

2. Blowing up lunch bag and popping it

   1 2 3 4

3. Saying "no" to your instructions

   1 2 3 4

4. Turning chair around to avoid facing you

   1 2 3 4

5. Calling out questions when supposed to raise hand

   1 2 3 4

6. Going off on a tangent irrelevant to topic during group discussion

   1 2 3 4

*Dollar, Barry, Humanizing Classroom Discipline. San Francisco: Harper & Row, 1972.

	Not at all	A little	A fair amount	Much	Very much
	1	2	3		4
7. Throwing book on the floor					
	1	2	3		4
8. Leaning back in the desk or chair					
	1	2	3		4
9. Not paying attention when you are talking					
	1	2	3		4
10. Being left alone in the classroom without the cooperating teacher					
	1	2	3		4
11. Blank faces when you ask the answer to a question					
	1	2	3		4
12. Taking your chair					
	1	2	3		4
13. Laughing or smiling when you are correcting misbehavior					
	1	2	3		4
14. Pushing in line					
	1	2	3		4
15. Pushing and "horsing around" when you are trying to get a game started					
	1	2	3		4
16. Splattering paint on clothes and desk					
	1	2	3		4
17. Calling you by your first name					
	1	2	3		4
18. Interrupting you when you are talking					
	1	2	3		4

Not at all	A little	A fair amount	Much	Very much
1	2	3		4

19. Holding on to your clothes or hand

1 2 3 4

20. Finishing an assignment a while after the class has completed it

1 2 3 4

21. Following directions only after the cooperating teacher backs you up

1 2 3 4

22. Spilling water

1 2 3 4

23. Hitting other students

1 2 3 4

24. Spitting water

1 2 3 4

25. Making faces at you

1 2 3 4

26. Mocking what you say

1 2 3 4

27. Laying head on desk during your lesson

1 2 3 4

28. Pushing other students aside to get to be by you

1 2 3 4

29. Laughing to encourage a misbehaving student

1 2 3 4

30. Refusing to go to physical education

1 2 3 4

Not at all	A little	A fair amount	Much	Very much
1	2	3		4

31. Saying nasty words

1 2 3 4

32. Looking away or staring off when you're talking

1 2 3 4

33. Instructor watching you while you teach

1 2 3 4

34. Putting feet on the table

1 2 3 4

35. Saying "Oh, that's easy" to a slower student

1 2 3 4

36. Getting dirty on the playground

1 2 3 4

37. Continually saying "I don't understand"

1 2 3 4

38. Coming up to your desk during seat-work

1 2 3 4

39. Giving instructions, and students continuing to ask what to do

1 2 3 4

40. Bringing things from home to play with in class

1 2 3 4

41. Crying

1 2 3 4

42. Going out of turn in a game

1 2 3 4

Not at all	A little	A fair amount	Much	Very much
1	2	3		4

43. Leaving seat without permission

1 2 3 4

44. Calling other students derogatory names

1 2 3 4

45. Teasing

1 2 3 4

46. Misbehaving behind your desk

1 2 3 4

47. Getting negative feedback from the cooperating teacher

1 2 3 4

48. Tattling on other students

1 2 3 4

49. Not having paper or pencil

1 2 3 4

50. Spending excessive time in the rest room

1 2 3 4

51. Coming to school dirty

1 2 3 4

52. Stealing

1 2 3 4

53. Fighting

1 2 3 4

54. Making jokes

1 2 3 4

Not at all	A little	A fair amount	Much	Very much
1	2	3		4

55. Messy papers

1 2 3 4

56. Cheating

1 2 3 4

57. Taking the class on a field trip

1 2 3 4

58. Looking at your grade book

1 2 3 4

59. Calling a parent about student's misbehavior

1 2 3 4

60. Giving bad grades

1 2 3 4

61. Grading tests

1 2 3 4

62. Complaints about your students from another teacher

1 2 3 4

63. Other teachers calling down your students

1 2 3 4

64. Students being late for class

1 2 3 4

65. Faculty meetings

1 2 3 4

66. Chewing gum

1 2 3 4

SELF-EVALUATION FOR STUDENTS

ACCEPTING RESPONSIBILITY

Looking at Me	Always	Usually	Sometimes	Seldom	Never
1. I do my best to learn new skills.					
2. I plan my work well.					
3. I am proud of the work I do.					
4. I try to get my work in on time.					
5. I listen carefully to others.					
6. I am ready to start new subjects.					
7. I can make choices when I need to.					
8. I can admit when I am wrong.					
9. I take part in discussion groups.					
10. I cooperate with other students.					
11. I am polite.					
12. I keep my desk neat.					
13. I respect other students' property.					
14. I consider people's feelings.					
15. I follow classroom and school rules.					
16. I accept responsibilities without being reminded.					
17. I help people.					
18. I can accept changes and disappointments.					

Self-Esteem Inventories (SEI)

Stanley Coopersmith

The SEI are brief self-report questionnaires measuring attitudes toward the self in social, academic, and personal contexts. Supported by research on thousands of subjects, they show significant relationships to academic achievement and personal satisfaction in school and adult life. The SEI are available in two forms: the School Form for children aged 8 to 15; and the Adult form for ages 16 and above. The School Form, which contains 58 items, yields a total score, lie score, and attitude scores towards self-peers, home-parents, and school. The Adult Form, containing 215 items, yields one total score. The SEI are widely used for individual diagnosis, classroom screening, pre-post evaluations, and in clinical and research studies. There is no time limit, although 15 minutes is typical for administration and scoring.

489-IM	Manual.....	$ 6.50
490-IB	School Form Booklets (pkg/25).....	5.80
491-IB	Adult Form Booklets (pkg/25).....	4.00
492-SK	School Form Scoring Keys.....	2.50
493-SK	Adult Form Scoring Keys.....	1.50

Culture-Free SEI (CF/SEI)
Self-Esteem Inventories for Children and Adults

James Battle, Ph.D.

The CF/SEI is a self-report measure of self-esteem for use with children and adults. These tests can be used to identify individuals in need of psychological assistance, assess therapeutic progress, and evaluate post-therapy effects. The Children's version was standardized on students in grades 3-9 and yields subscale scores in five areas: general, peers, school, parents, and defensiveness. The Adult version was standardized on college students and yields subscale scores in four areas: general, social, personal, and defensiveness. Both versions have been used with high school students, and can generally be administered and scored in 15 to 20 minutes. The Children's version includes Form A (60 items) and Form B (30 items). The Adult version (Form AD) contains 40 items. The wide age range (5-0 through adult) and ease of use with both individuals and groups allow CF/SEI to be a useful instrument in a wide variety of settings.

744-IM	CF/SEI Manual	$13.50
745-AS	Form A Answer Sheets (pkg/25)	6.50
746.AS	Form B Answer Sheets (pkg/25)	6.50
747-AS	Form AD Answer Sheets (pkg/25)	6.50
748-SK	CF/SEI Scoring Key	3.25

The Social Climate Scales

Rudolf H. Moos and associates

These innovative scales make it possible to measure the "personalities" of environments, evaluate the impact or intervention, and compare judgments of group members. Each scale consists of 90 true-false items and yields 10 scores covering three major dimensions of a social environment: the nature and intensity of personal relationships; personal growth and self-enhancement; and system maintenance/change. Each manual reports the results of clinical and research applications.

Materials are available from:

Psychological Assessment Resources, Inc.
17408 Gunn Highway
P. O. Box 98
Odessa, FL 33556

STRATEGIES FOR SUCCESS

Anything you can do to increase communication in your class will reduce your need to impose order by authority, and reduce the student's need to rebel against that authority. The class will become more a place for listening and learning, and less a place for fighting and antagonism.

John O. Stevens
Awareness

Notes

Materials in this section present conceptual ideas rather than specific classroom activities which are given in the next section. The focus is on positive language reinforcement and effective communication skills plus some thoughts on the use of punishment.

Page V-18 is from
Behavioral Management: An Affective Approach
by John Heilman and Bob Cole.

SUGGESTIONS FOR DEALING WITH BEHAVIOR

Use sparingly and with discretion - like herbs in cooking. This is merely a surface exploration of techniques. These are not final answers - they are possibilities.

Prevention Ideas

Positive Communication:

1) State suggestions or directions in a positive rather than a negative way.

Example: a. Give me the ball to hold while you are climbing. (Rather than: Don't climb with that ball in your hands.)

b. We'd like you home by eleven. (Rather than: Don't you dare come in late.)

No Choice:

2) Do not ask a child if s/he wants to do something that is necessary. This especially applies to routine situations.

Example: a. It is time to come in. (Rather than: Let's come in, okay?)

Warning Signal:

3) Give the child advance notice that an activity will be ending. None of us likes to be interrupted in midstream.

Example: Dinner will be served in 10 minutes. You need to begin finishing up your puzzle.

Individual Differences:

4) Avoid making comparisons between one child and another or encouraging competition. When there is competition, someone always loses and is likely to feel hurt and resentful.

Voice and Body Language:

5) Be aware of your tone of voice. Speech conveys feelings as well as ideas. A tight voice can reveal annoyance, uncertainty or fear. Facial expressions and body movements also convey meaning to the child. Eye contact on the child's level will usually work better than yelling across the room.

Hurdle Help:

6) Help a youngster before and during a moment of stress; e.g. reassurance before a visit to the doctor. Overuse of this technique results in overprotection.

Example: You're worried about seeing the doctor. Sometimes I worry, too. (Go on to discuss what to expect.)

Interest Refocusing:

7) The adult shows interest in what the child is doing and refocuses his/her actions. (A child about to use a tool destructively may be helped by having the adult show interest in what the child planned or started to build before his aggressive impulses started operating.)

Proximity and Touch Control:

8) Excitement sometimes can be minimized by moving closer to the child physically. Touching a child in a friendly way while establishing limits frequently helps. This cannot be used if proximity of the adult brings fear of punishment.

Interpretation:

9) Help the child understand the meaning of a situation and his own feelings. A child needs to know a request has reason.
Example: I know you're disappointed, but I can't let you do that. It's dangerous - this and this might happen.

Clear Alternatives:

10) Giving the child a clearly stated alternative and then carrying through gives him/her an understandable picture of the desired behavior and undesirable behavior, and consequences. Consequences must be appropriate to the behavior.
Example: When you play quietly you may continue to play. If you yell and scream, then we put away the game.

Emphasizing Positives:

11) The child needs to know what behavior is acceptable. Reinforce appropriate behavior with sincere smiles, praise, attention. Try to "catch" the child being good.

Reacting to Problem Behavior

Planned Ignoring:

1) Know which behavior needs interference and which behavior the child can stop more easily if you ignore it. Trivial and unimportant things children do can be ignored. Some behaviors are supported by continued attention. When a child realizes that the attention pay off is no longer available adults usually can expect the behavior to reduce in frequency. Reinforcing a somewhat related desirable behavior is a good idea.

Broken Record Approach:

2) Sometimes children enter a struggle for power with us. If we argue with the child, we lose every time since the child's goal is the battle. Respond to any sidetracking with your statement of want; e.g., That's not the point. Go to bed now. Utilize statement maximum of 3 times. Be prepared to follow through with consequence.

Logical Consequences:

3) When possible, misbehavior should receive a logical consequence. Such a

consequence is arranged by the adult and related logically to the behavior.

Example: Child throwing rocks breaks a window. His/her allowance goes to replacing window rather than requiring child to stay inside after school.

Removal of Child from Situation:

4) Sometimes referred to as TIME OUT, this is a period of time during which the child cannot earn reinforcement. It should only be used for specific behaviors that have been specified ahead of time. This should be used when it is essential that the child learn certain limits.

Physical Restraint:

5) This is to be used as an emergency measure. RESTRAINT means moving or holding a child. Such restraint will initially produce more aggression. This frequently means the adult must absorb some punishment. Do not attempt to converse with the child until s/he has physically relaxed.

PUNISHMENT

Problems In Using Punishment

Punishment tends to be more connected to the emotions of adults than to the behavior of children.

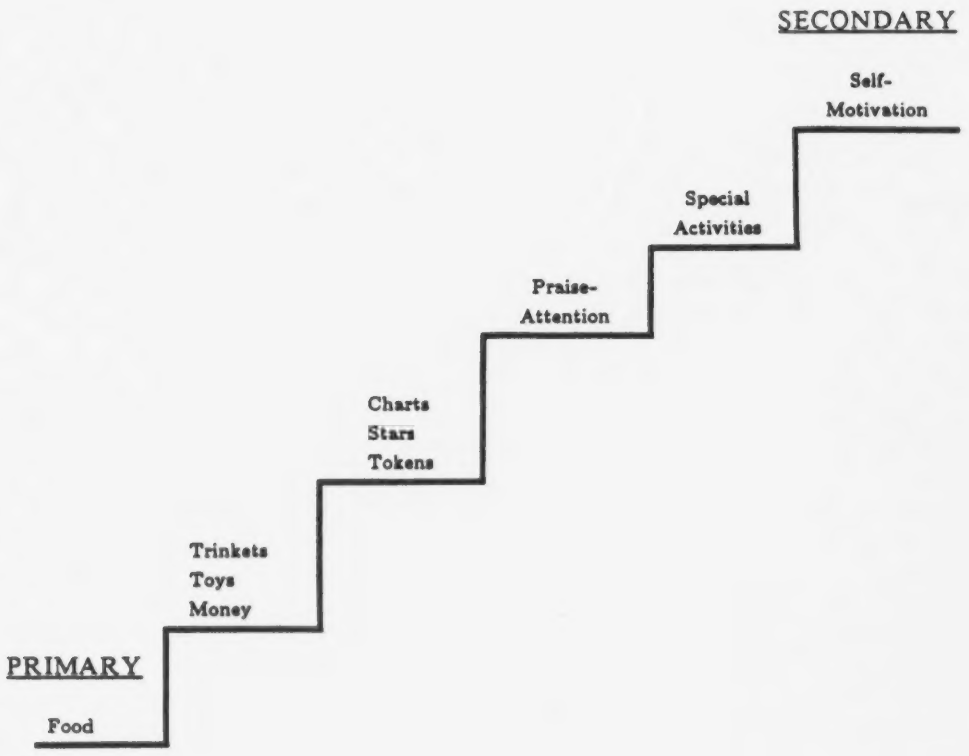
Punishment may be teaching a child to rely on external controls of behavior rather than on one's own value system.

Punishment tends to reduce the total behavior of the child observed by the parent.

Punishment often does not provide much information about desirable behavior.

Punishment often generates aggressive reactions.

HIERARCHY OF REINFORCEMENT



A secondary reinforcer of praise and attention is coupled with a primary reinforcer. A child at the lowest level on the hierarchy of reinforcement can be given a reward of food accompanied with a pat on the back, a smile and praise for her/his good work. By pairing of primary and secondary reinforcers, a child can be conditioned to become comfortable with a secondary reinforcer.

Some Words of Encouragement

by Clint Reimer
Bethel School District, Eugene, Oregon

These thoughts are intended to be of help to parents and teachers in working with children. Whether these suggested remarks will in fact be encouraging will depend on the attitudes of the adults using them. Is the feeling one of belief in the child, trust, confidence, acceptance, sometimes mixed with humor; or is the feeling one of moralizing, preaching or impatience?

1. "You have improved in..."
   Growth and improvement is something we should expect from all children. They may not be where we would like them to be, but if there is progress, there is less chance for discouragement. Children will usually continue to try if they can see some improvement.

2. "You do a good job of..."
   Children should be encouraged when they do not expect it, when they are not asking for it. It is possible to point out some useful act or contribution in each child. Even a comment about something small and insignificant to us, may have great importance to a child.

3. "We like (enjoy) you, but we don't like what you do."
   Often a child feels he is not liked after he has made a mistake or misbehaved. A child should never think he is not liked. It is important to distinguish between the child and his behavior, between the act and the actor.

4. "You can help me (us, the others, etc.) by..."
   To feel useful and helpful is important to everyone. Children want to be helpful; we have only to give them the opportunity.

5. "Let's try it together."
   Children who think they have to do things perfectly are often afraid to attempt something new for fear of making a mistake or failing.

6. "So you do make a mistake; now, what can you learn from your mistake?"
   There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach a child a great deal, and he will learn if he does not feel embarrassed for having made a mistake.

7. "You would like us to think you can't do it, but we think you can."
   This approach could be used when the child says or conveys that something is too difficult for him and he hesitates to even so much as try it. If he tries and fails, he has at least had the courage to try. Our expectations should be consistent with the child's ability and maturity.

8. "Keep trying. Don't give up."
When a child is trying, but not meeting much success, a comment like this might be helpful.

9. "I'm sure you can straighten this out (solve this problem, etc.) but if you need any help, you know where to find me."
Adults need to express confidence that children are able and will resolve their own conflicts, if given a chance.

10. "I can understand how you feel (not sympathy, but empathy), but I'm sure you'll be able to handle it."
Sympathizing with another person seldom helps him, rather it conveys that life has been unfair to him. Understanding the situation and believing in the child's ability to adjust to it is of much greater help to him.

The Language of Encouragement

Encouragement Stresses...

Recognition of effort rather than accomplishment
Placing value on the child as he is, not as he could be
Showing appreciation for contribution -- indicating the child can be useful

Words that Encourage...

"Knowing you, I'm sure you'll do fine."
"You're the kind who can make it."
"You'll make it."
"I have faith in you."
"Thanks, that helped a lot."
"You're doing better."
"I appreciate what you did."
"It looks like you really worked hard on that."
"I like the way you tackle a problem."
"I like the way you did that."
"I'm glad you enjoy learning."
"Look at the progress you've made."
"You'll figure it out."
"It looks like you enjoyed doing that."
"I'm sure you'll do fine."
"Thanks a lot; I really appreciate..."
"I like your -- smile, dress, shirt, etc..."
"It looks like you really thought that out."
"It looks like you did some thinking on that."
"It looks like you did some planning on that."
"That's a rough one, but I'm sure you'll work it out."
To the group: "I really enjoyed today, thanks."

CHANGING NEGATIVE MESSAGES

Not only do most undesired behaviors have an opposite desired alternative, most threats of punishment have an implicit, but unexpressed, opposite message of promised reward.

Your task is to revise the following comments such that the desired behavior is identified for the student and the positive outcomes of that behavior expressed. Note: it is <u>not</u> necessary to change the situation, only the description of it.

1. **"Example" "If you kids don't stop sticking your hands out of the bus windows we're going to close them all!"**

   Better: "As long as all hands remain <u>inside</u> the bus we can leave the windows open."

2. **"Jake, if you fail this last test you are going to flunk the course."**

   Better:

3. **"You two stop whispering or I'll move you to opposite sides of the room!"**

   Better:

4. **"All right, class, I <u>was</u> going to give you ten minutes of free time at the end of the period, but if you don't settle down to work right now, I just may change my mind."**

   Better:

5. **"Students! Nobody can leave for recess until the paints are put away and everyone is at their desk!"**

   Better:

6. **"This assignment is worth 35 points, but anyone handing it in after Friday will lose 5 points.**

   Better:

APPROVAL RESPONSES

WORDS SPOKEN: APPROVAL

yes
good
neat
o.k.
great
fascinating
commendable
delightful
brilliant
fine answer
uh-huh
positively
go ahead
nice
yeah
all right
correct
excellent
that's right
perfect
satisfactory
how true
absolutely right
keep going
wonderful job
fantastic
terrific
swell
beautiful work
marvelous
exactly
of course
wonderful
outstanding work
of course
exciting
fabulous
splendid
well-mannered
thinking
clever

APPROVAL PHRASES:

That's clever.
I'm pleased.
Thank you for _____.
I'm glad you're here.
That shows thought.
That's good work.
I like that.
Very well done!
That's an excellent goal.
That shows a great deal of work.
Yes, I think you should continue.
A good way of putting it.
I like the way (name) explained that.
That sure is a feather in your cap.
Nice speaking voice.
You have done a tremendous job.
That's interesting.
That's very thoughtful of you.
Well thought of.
Show us how.
You're doing better.
You are improving.
You're doing fine.
You perform very well, (name).
That's very good, (name)!
I'm so proud of you.
That is a good way of doing it.
You do so well.
You are very polite.
Thinking!

APPROVAL GESTURES:

Checking or putting o.k. or other mark by answers which are correct.
Writing the number correct over the number possible at the top of a paper.

Making a "Happy Face" on papers which are:

1. - completed
2. - correct
3. - neat
4. - etc.

(Just remember, work on one goal at a time; some children should not be expected to have a completed, neat, 100% correct paper at first. Tackle having them finish the paper first. When they've got that under their belt, they work on correctness or neatness, as well)

A smile
A pat or hand on shoulder
A friendly voice

PRIVILEGE REINFORCERS

GROUP

1. Watching T.V.
2. Seeing a movie
3. Listening to music
4. Playing in class
5. Having a party
6. Making puppets and a puppet show
7. Doing art work related to studies
8. Making construction projects
9. Having outdoor lessons
10. Going on a field trip
11. Getting to go home early
12. Going out to recess early
13. Getting to make puzzles
14. Spending time in the library
15. Getting extra lunch time
16. Going to an assembly
17. Competing with another class
18. Performing for parents
19. Singing songs

INDIVIDUAL

1. Going first
2. Running errands
3. Presenting a "Show & Tell"
4. Being group leader
5. Collecting materials
6. Being excused from a test
7. Helping clean up
8. Getting to sit where you want
9. Taking care of class pet
10. Playing a game
11. Free reading
12. Leading the flag salute
13. Telling a joke to the class
14. Being in a skit
15. Supervising a group outside class
16. Playing teacher
17. Taking class pet home for the week
18. Leading songs
19. Being team captain
20. Reading to the principal
21. Being called on to answer
22. Seeing a film strip
23. Spending special time with the teacher
24. Choosing the game
25. Teaching younger children
26. Helping set up equipment
27. Choosing songs to sing
28. Studying with a friend in class
29. Going to the library
30. Putting up the school flag
31. Assisting another student
32. Getting to read a new book

SOCIAL REINFORCERS

FACIAL EXPRESSIONS

1. Laughing
2. Nodding
3. Smiling
4. Winking
5. Looking interested
6. Shaking head admiringly

VERBAL PRAISE

1. "Good job!"
2. "Great!"
3. "Good!"
4. "That's right!"
5. "Excellent!"
6. "Good thinking!"
7. "Exactly!"
8. "Fine answer!"
9. "Outstanding!"
10. "Interesting!"
11. "Clever!"
12. "Thank you!"
13. "Fine!"
14. "Terrific!"
15. "I'm pleased with that!"
16. "You really pay attention!"
17. "I like that!"
18. "You should show this to your parents!"
19. "Show this to the class!"
20. "See how well John is working!"
21. "Jimmy will finish on time!"
22. "That was nice of you!"
23. "That was kind of you!"
24. "You really know how to work!"
25. "Right on!"
26. "Wow!"

PHYSICAL CONTACT

1. Touching
2. Shaking hand
3. Patting head, shoulder, back
4. Hugging
5. Putting arm around
6. Holding hand
7. Stroking

PROXIMITY

1. Walking among students
2. Sitting in a group
3. Going to recess with the class
4. Eating with the children

PLAY MATERIALS

1. Cars
2. Marbles
3. Gliders
4. Painting sets
5. Records
6. Musical instruments
7. Dolls
8. "Dress-up" clothes
9. Comic books
10. Bean bags
11. Silly putty
12. Toy animals
13. Blocks
14. Jump rope
15. Model airplane kits
16. Crayons
17. Colored chalk
18. Paper
19. Kites
20. Balls
21. Balloons
22. Yo-yos
23. Play dough
24. Boots
25. Badges
26. Games
27. Picture books
28. Coloring books
29. Clay
30. Mechanical toys
31. Costumes
32. Puzzles
33. Playing cars
34. Noise makers
35. Whistles

TOKENS

1. Marks on blackboard
2. Marks on a card
3. Gold stars
4. Numbers on a paper
5. Marks on a ladder
6. Plastic chips that go on a ring
7. Poker chips
8. Pennies
9. A counter
10. Punches on a card

Communication occurs when the receiver of a message is able to put the sender's message of words and feelings into his own verbal and non-verbal language...and the sender of the message verifies the completeness and accuracy of the feedback. Continuous communication is the two-way flow of messages which permits the emergence of inner feelings and thoughts that can contribute to rational social behavior.

Components of effective communication are:

- o allowing a two-way flow of communication, both people getting an opportunity to be message sender--verifier and message receiver--decoder
- o tuning into the body language as well as the spoken word
- o listening to the words and <u>feelings</u> behind the words as well
- o becoming the same "psychological size" as the other person
- o getting inside the other person's shoes--empathizing

RULES FOR ACTIVE LISTENING

1. Listen to the message-sender with his/her perspective in mind (Empathizing).

2. Listen to the feelings behind the words as well as the words themselves.

3. Tune into body language, too.

4. Check with the sender from time to time for verification of my decoding of his/her words and feelings.

5. Send honest messages.

6. Send nonblameful messages.

7. Balance my time as receiver and sender, allowing the sender the time he/she needs by taking my time, too.

COMMUNICATION STOPPERS/RESPONSES THAT CAN HAVE NEGATIVE EFFECTS

* Ordering, commanding, demanding, directing
* Lecturing, explaining, instructing
* Shaming, ridiculing, criticizing, disapproving, blaming, disagreeing
* Analyzing, diagnosing, interpreting, persuading
* Questioning, quizzing, probing, cross-examining
* Warning, threatening, admonishing
* Moralizing, preaching
* Advising, recommending, suggesting
* Consoling, supporting, reassuring, sympathizing
* Diverting, digressing, shifting, avoiding (often by humor)
* Praising, agreeing, approving

These ways of responding are difficult to avoid at times. If we are at least aware of their possible complications, we may learn to recognize those times when we are over-using them.

"I" MESSAGES

Active listening aids the student in rolling back "problem shades." The "I" message is responsibility-taking, the opposite of a "you" message. An irritated or frustrated teacher tells a student/class, "to be quiet or else," or "You're acting like a bunch of kids." These messages fall under the Twelve Roadblocks, indicating the teacher has a problem. Students are having a good time and are unaware their activities give the teacher problems. Gordon suggests a three-part message to:

1. Clearly identify the problem

2. Place responsibility for the problem with the teacher

3. Allow the teacher to vent anger and move him/her back along the Anger continuum to normalcy

ACTIVITES FOR STUDENTS

The most deadly of all sins is the mutilation of a child's spirit.

Erik H. Erikson
Young Man Luther

Notes

We all need validation from those around us that we are good, worthwhile people. If the fundamental purpose of schools is to promote the strengths and confidence of each individual, self-esteem building is crucial.

This section contains actual classroom activities that can be used with students for the purpose of enhancing self-esteem and building self-concept. For older students, values clarification activities on issues that affect their own lives will provide relevant opportunities for self-esteem enhancement.

Pages VI-3 to 32 are from

The Laundry Works or How to Clean Up Your Act: An Affective Education Materials Manual

by Bob Cole and John Heilman. Pages VI-33 and VI-34 are from

Behavioral Management: An Affective Approach

by the same authors.

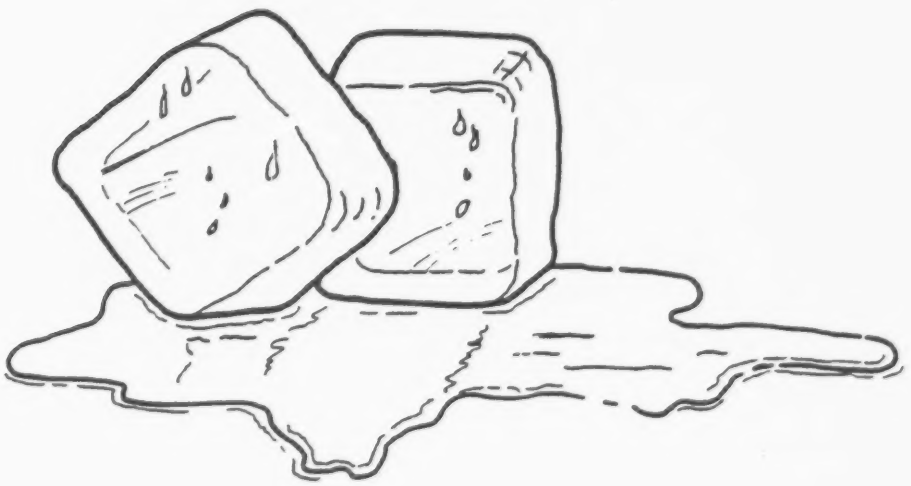
ICEBREAKER

Who Am I Like

Rationale: From time to time it may be necessary to bring a new group of students together, many of whom know each other only slightly, if at all. If there is any goodwill in the group, this activity should open up communication easily.

Material: Each student receives a sign-up sheet. (See next page.)

Activity: Each student is provided with a sign-up sheet and pencil, and then the group is told that each person is responsible for getting signatures without any further directions from the group leader.

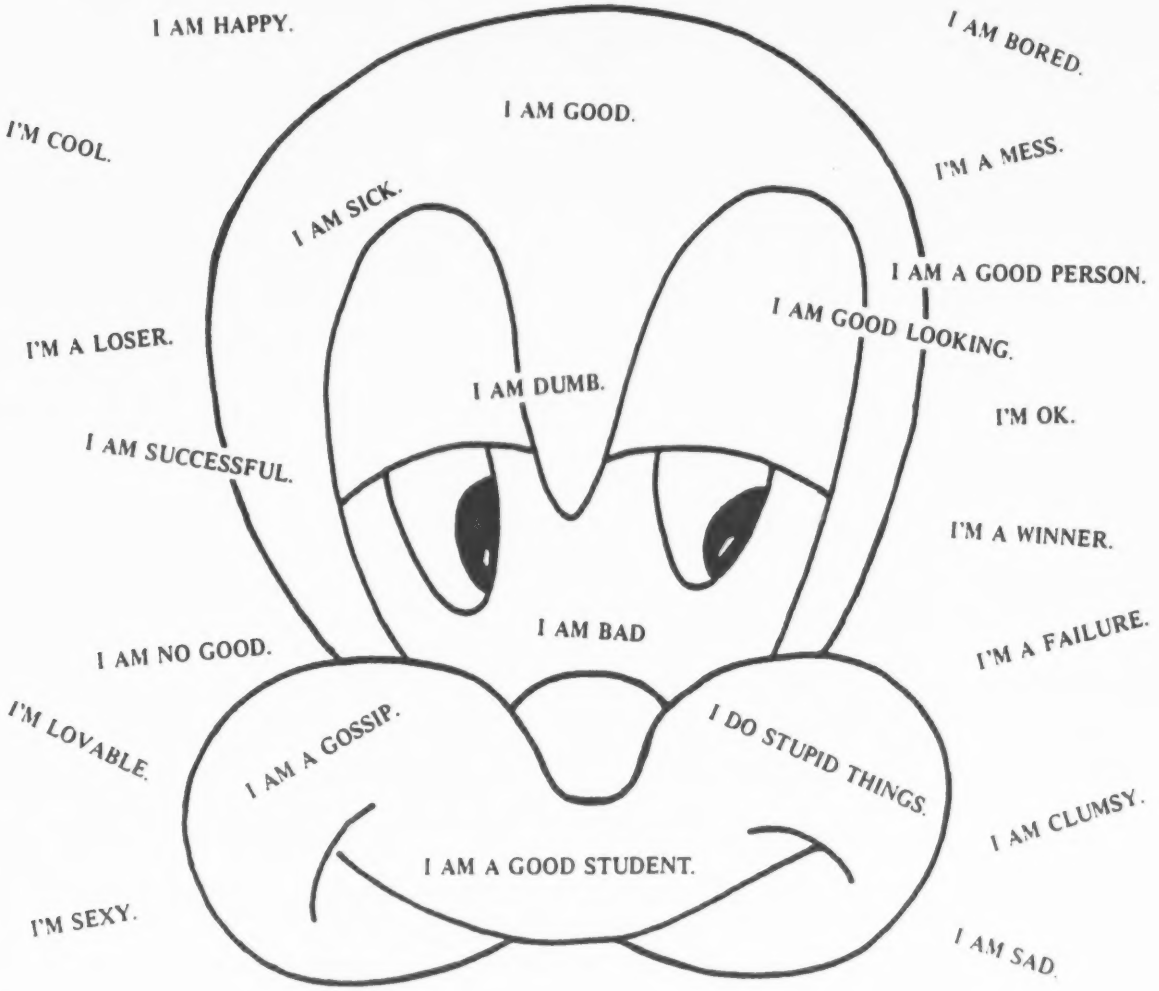


WHO AM I LIKE

Find a person in the group for each of the following items:
(Try to use a person's signature only once.)

1. Someone with a birthday in the same month as yours _____
2. Someone with the same last initial as yours _____
3. Someone with the same first initial as yours _____
4. Someone with the same color hair as yours _____
5. Someone who has the same hobby as you _____
6. Someone who has the same favorite TV show as yours _____
7. Someone who was born outside California _____
8. Someone who does not have a middle name _____
9. Someone who has an older brother _____
10. Someone who has a younger sister _____
11. Someone who has traveled outside the United States _____
12. Someone who has never been outside California _____
13. Someone who has the same favorite sport as yours _____
14. Someone who has more than two pets _____
15. Someone who likes to sing _____
16. Someone who has gone backpacking _____
17. Someone who wears the same size shoe that you wear _____
18. Someone who would like to be an actor or actress _____
19. Someone who has the same favorite dessert _____
20. Someone who talks to plants _____

CIRCLE ALL THOSE SENTENCES WHICH DESCRIBE YOU AS YOU SEE YOURSELF



I AM A SLOW LEARNER. I AM A FAST LEARNER.

I AM NOT OK. I CAN DO SOME THINGS REALLY WELL.

I AM UNHAPPY WITH MYSELF. I AM HAPPY WITH MYSELF.

HEY, DID YOU KNOW THAT YOUR SELF–CONCEPT (how you see yourself) IS MADE UP OF ALL THE BELIEFS AND ATTITUDES THAT YOU HAVE ABOUT YOURSELF?

THEY ACTUALLY DETERMINE WHO YOU ARE- - -WHAT YOU DO- - - WHAT YOU WILL BECOME! AND YOU ARE THE ONLY ONE WHO DETERMINES YOUR SELF–CONCEPT!

NO ONE ELSE CAN CHANGE IT BUT YOU! SO WHAT ARE YOU WAITING FOR?

DO YOU NEED MY PERMISSION TO CHANGE? SO OK, YOU GOT IT!

I AM

+ The three words which fit me best are _____, _____ and _____.
+ What I like best about me is _____
+ Here are some of my favorite things (colors, foods, hobbies, music, books, etc.): _____
+ If I were to choose a song that tells how I am feeling right now, It would be: _____
+ This is the one thing I would like most to change about myself: _____
+ Here are a couple of ideas I have about how I can start making some changes in my life: _____
+ The most surprising thing I've found out about myself is: _____
+ And this is how I FEEL about this surprising discovery: _____
+ This is what I fear most: _____
+ I think this is the best thing to do about this fear: _____
+ These are five things I would like most to do or experience in the next month or so:

1. _____
2. _____
3. _____
4. _____
5. _____

+ And I don't think I want to: _____

_____

+ When I am really down, these are some people I can count on to understand and listen, and even try to help: _____

_____

+ If I had to be anyone else in the world, I would choose to be: _____

_____

+ I chose that person because: _____

_____

_____

+ Here are some ideas I have that might help me get some of the things I admire in another person: _____

_____

_____

+ I know some things about myself, and this is what I most want to do starting TODAY. _____

_____

_____

** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ **

If you want to, save this little questionnaire for six months or so, then look it over. You might be surprised when you look back.

TIME – LIFE STRING

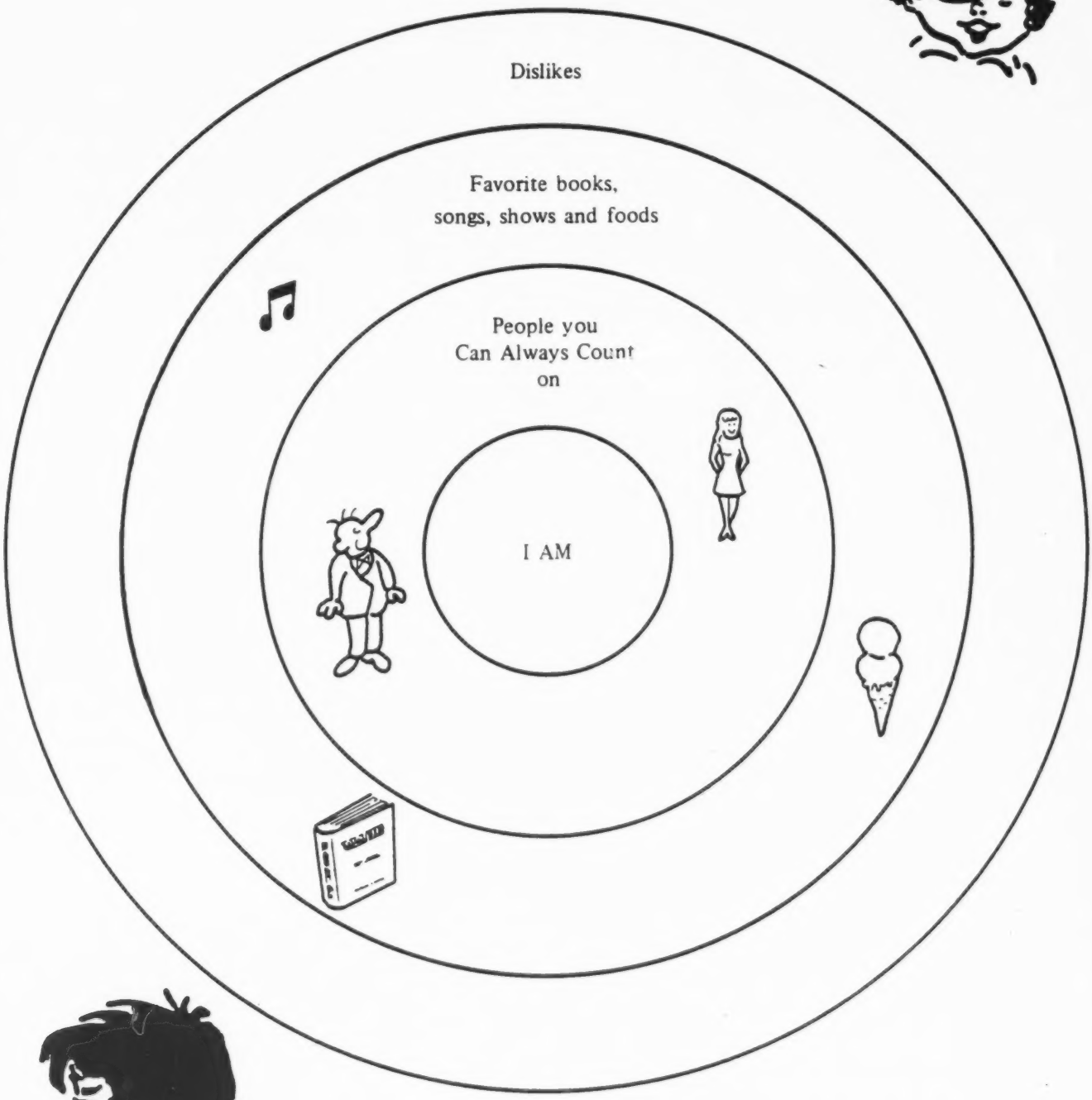
Rationale: Frequently people are so wrapped up in today's misery that they forget that they have a past and a future. The purpose of this exercise is to aid the student to recall significant and successful events in the past and to encourage positive thinking about the future.

Activity: Each student is provided with a six foot length of yarn or string and a stack of 3" x 5" cards or small slips of paper. Starting with birth or childhood experiences, they write one event on each slip of paper (preferrably in colored felt pens) and attach the papers to the yarn with paper clips. At the "now" point, a loop is tied in the string and projected future successes are added. The completed strings are then hung on the walls of the room, and the students each explain their sequences.

NOTE: This activity has required much encouragement and even some one-to-one work to get the participants over the resistance. Therefore, it is probably best used after some positive attitudes have been built up through other exercises. Videotaping students as they share their strings proves helpful in getting the sharing process started. There is usually at least one "ham" in every group.

PRIVACY CIRCLE

Fill in the areas of the circles with things which fit each title.



PERSONAL DATA

Name: _____

Address: _____

City: _____

Birth Date: _____ Birth Place: _____

Physical Description:

(Write your own description in the space provided. Have two other students in this class write a physical description of you as well. Include them with this packet. Don't coach them!)

Hobbies and Interests:

Family Members:

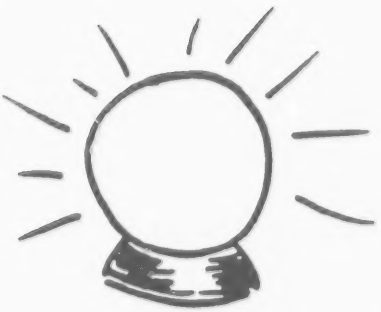
First give your definition of the word "family".

In the space provided, write a brief description of the following topics:

MY CHILDHOOD

MY FAMILY

MY FUTURE



Life Inventory:

Name some things you really do well:

What was the happiest year in your life? Why?

What are some things you wish you could get better at?

Who Are You?

Write down ten words to describe yourself, who you are as a person:

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Life Line

Task: Draw a horizontal line across your paper. Put a dot at each end of the line. Over the left dot, put the number zero. This dot represents your birth. Write your birth date number under this dot. The dot on your right represents your ultimate death. How long do you believe you will live? At what age do you think you'll die? Over the right dot, put a number which indicates your best guess as to how many years you will live. Write your estimated date of your death under the right dot. Now, place a star which represents where you are right now on the line between birth and death. Write today's date under this dot.

Do It Here:

This is a diagram of your life line. Look at it, study it, and think about it!

TWO IDEAL DAYS

Task: Project yourself into the future, anytime from tomorrow to several years from now, and imagine two days that would be ideal for you. Imagine 48 hours of what, for you, would be the best possible use of that time period. You can fantasize whatever you want; the only limit is the time limit of 48 hours. Write about your ideal two days. Talk about where you would be, what you would be doing, who else might be there, and so on. Try to picture what you would be doing for the full time. Go into as much detail as you can picture in your fantasy - smells, sounds, the weather, anything that plays a part.

COMPOSITE PORTRAIT

Rationale: The non-verbal student finds this activity easier to participate in than in some others. The exercise also necessitates cooperative interaction.

Materials: Six foot length of butcher paper with outline of human figure drawn on it. Various colored felt pens or crayons.

Activity: The object of the exercise is to create a picture incorporating at least one feature from each member of the class. Thus, the best nose goes on from girl A, the best left eye from boy B, the best right eye from girl C, and the best hands from boy D, etc. As with many other activities, the composite picture may start off slowly, but if the leader refrains from being too directive, it will probably generate enough energy to involve everyone.

Hang the completed picture on the wall for at least a day.

SUCCESS STATEMENTS AND POSI-WHEEL

Rationale: This unit is a favorite with the staff at C. W. Washington and Osborne Schools. It is designed to promote positiveness in self and in interaction with others.

Materials: Success statements response sheet, posi-wheel sheet, brightly colored ½" round stickers ($2.50 per 1,000). The Evaluation Sheet can be used if you want some student feedback.

Activity: Have your students fill out the success statements sheet (prompting through examples might be necessary). Success could be learning to ride a bike, or roller skate, or even being born, for that matter.

In small groups of (four or five students) ask for a volunteer to share his/her success. Explain to the group that they will be listening and writing 2-3 word positives on the stickers. They are writing down feelings about the person that they get while listening. You can write about intellect; eyes, hair, a specific success, a personality quality (warm, sensitive), etc.

When the student is finished sharing, the members of the rest of the group get up and place their stickers on the person's posi-wheel while verbalizing the positive. You may want to model this process by being the first to place stickers on the student's posi-wheel. All students should go through both parts of the process, i.e. the giving and receiving.

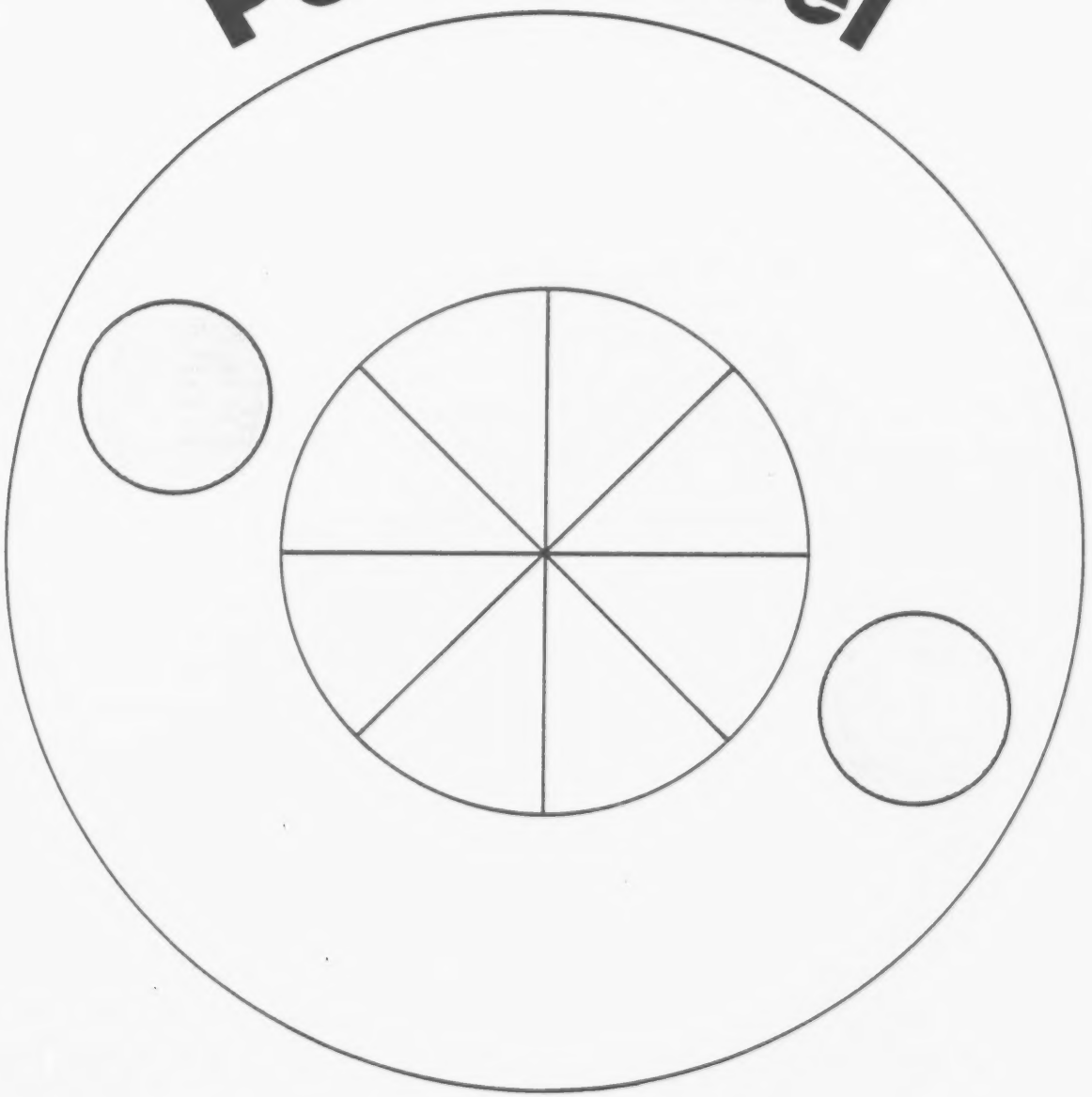
NOTE: Sometimes a student will not take the exercise seriously and either not write anything on his/her success sheets or write only nonsense. We have noticed that after the first one or two sharings this resistance fades and the student begins to write more seriously.

MY SUCCESS PATTERN

Period	Successes	Why
Age 0 – 8	1. 2.	
Age 9 – 12	1. 2.	
Age 13 – 15	1. 2.	
Age 16 – Present	1. 2.	
Most Successful Experience		
Success During Past Week		
Anticipated Successes in Next Few Weeks		

Success to me is:

Posi-Wheel



Evaluation Sheet

1. Do you feel more positive about yourself after the exercise?

YES _____ NO _____

Why: _____

_____

2. Did you find it hard to give positives?

YES _____ NO _____

3. Did you find it a little embarrassing to have positives given to you?

YES _____ NO _____

4. Do you think it might be a little easier to give positives now that you have taken part in this exercise?

YES _____ NO _____

5. Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECRET AGENT

Rationale: This exercise is designed to develop the ability to perceive positive strokes coming from others, and also to provide practice in giving positive strokes.

Materials: Small strips of paper for writing students' names.

Activity: Pass out small slips of paper to all the members of the group. Have the students write the name of the student on their right on these pieces. Place them into a box and have them draw a name without revealing whose name they have drawn. Their job is to give positives to the person whose name they have drawn and to try and detect who drew their name (role-play what a positive statement is).

Encourage the members of the group to be positive to everyone because that makes it harder to tell who is their "secret agent." Everybody wins in this game!

The more they give the easier it is to tell who the secret agent is – stress that to have someone discover who is the secret agent is a super-positive success for the agent, as well as the person who receives the positive.

GETTING TO KNOW YOU

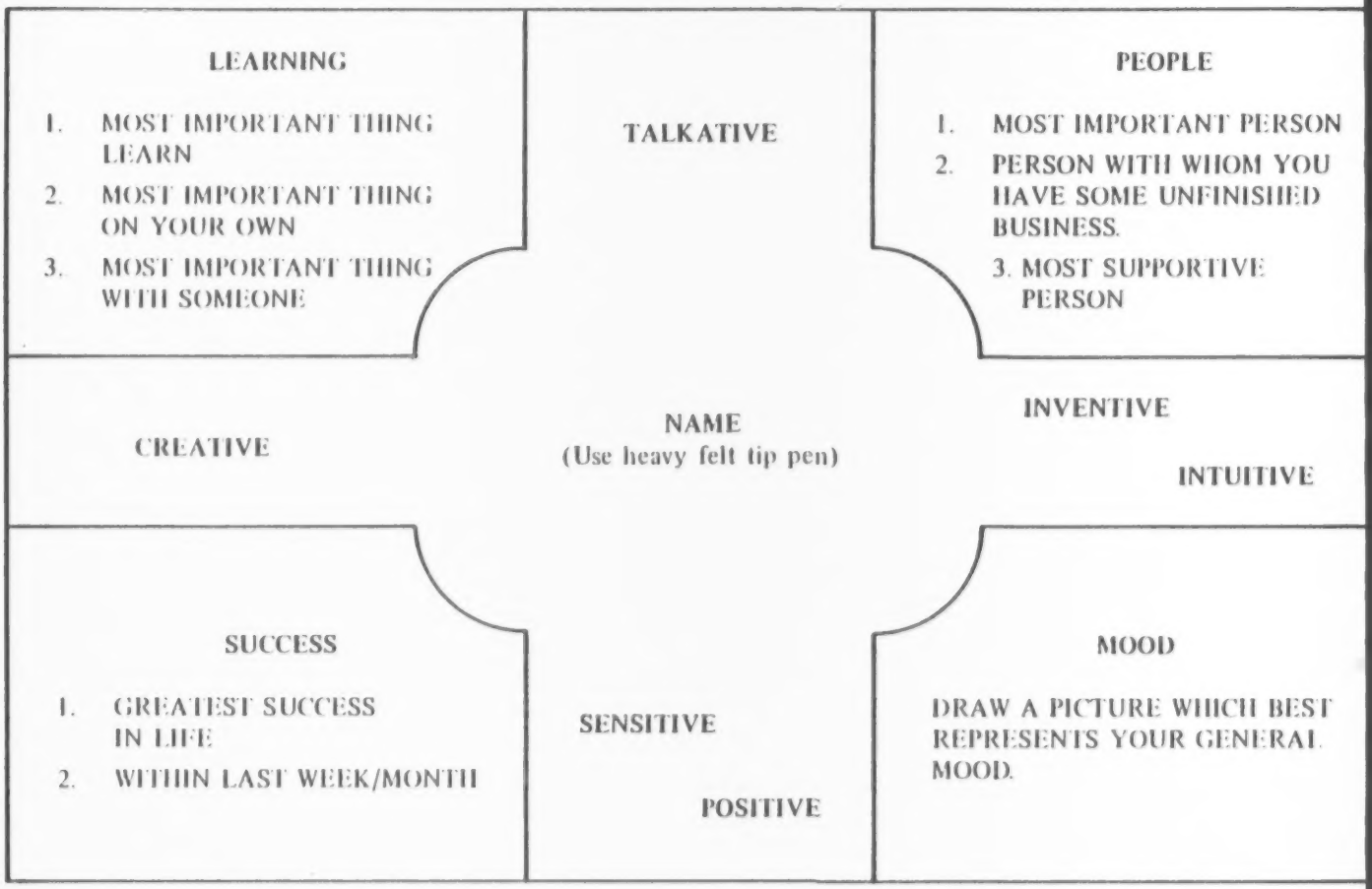
Rationale: This unit is designed to develop positive thinking, self-awareness, and awareness of others. It can be used as a beginning exercise in the development of values awareness.

Materials: Several 5" x 8" file cards, box of pins, pencils.

Activity: Simply have your students fill out the 5" x 8" cards as shown on the demonstration page. Examples of positive adjectives are included. The kids can draw from the examples or create their own. The words need only end with "ive" and be positive statements. They need not be real words if they get the point across (e.g., "excitative"). You might want to check with students and assist them should they need it. Whatever they come up with is fine. If an adjective or statement appears to be negative to you, you might say, "Is that positive?" Accept whatever answer that they give (quite often they will change it after you have left). Remember that this is an exercise for development, and in the affective domain people tend to learn by doing it themselves.

Now have the students pin the completed card to themselves and have them walk around and read each others card **without** commenting on what they read. Afterwards, have them break up into groups of three or four and share what they have written. Each person should be allowed to share for one minute. Have them decide amongst themselves who will share 1st, 2nd, 3rd, and/or 4th.

If time permits, end the exercise with a group positive exercise as outlined in the unit on group positives. Use your judgement based upon the level of participation in the above exercise as to which ending activity to use.


LEARNING
1. MOST IMPORTANT THING LEARN
2. MOST IMPORTANT THING ON YOUR OWN
3. MOST IMPORTANT THING WITH SOMEONE
TALKATIVE
PEOPLE
1. MOST IMPORTANT PERSON
2. PERSON WITH WHOM YOU HAVE SOME UNFINISHED BUSINESS.
3. MOST SUPPORTIVE PERSON
CREATIVE
NAME
(Use heavy felt tip pen)
INVENTIVE
INTUITIVE
SUCCESS
1. GREATEST SUCCESS IN LIFE
2. WITHIN LAST WEEK/MONTH
SENSITIVE
POSITIVE
MOOD
DRAW A PICTURE WHICH BEST REPRESENTS YOUR GENERAL MOOD.

COOPERATION

Rationale: Cooperation requires communication skills and trust. The exercises below emphasize developing these powers.

Materials: The **Squares Game** requires some preparation (see directions that follow). The other activities require minimal materials, and these are described under each exercise.

Activities: Before beginning the exercises, use the Group Circle technique (see Group Circle) posing a question concerning cooperation: such as, "What does cooperation mean for you?" or "When did you and someone else cooperate?"

Tangle - Eight to twelve people standing shoulder to shoulder in a circle facing inward. All reach their arms into the center and grasp the hands of someone else, but not the hands of the person next to them. This forms a magnificent knot. The knot can be untangled (usually) into one circle, or at times, two interlocked circles. In the process of untangling, grips may not be broken; but it is fair to slip hands in the grip to allow twisting and turning. (Some people, and frequently those least expected, seem to have a knack for directing the group into a method of untangling the knot.)

Trust Walk Obstacle Course - One student leads another who is blindfolded through an obstacle course. Run as a relay with teams. No talking between the partners.

Tie a Yellow Ribbon - Tie the wrists of two students together (left wrist of one to right of other) for a pre-determined period of time - one class to all day.

Three-Legged Sack Race - The burlap sack goes over the two adjacent legs of the partners.

Pair-Up - Students sit back to back with arms locked at elbows. They then try to stand up, leaning against each other. This is easier if both partners are the same size, and if someone will hold their feet.

The Squares Game - See next page.

A discussion following the exercises is valuable. These exercises fit well with the communication skills section of the Wells book, **100 Ways to Build Self-Concept in the Classroom.**

CROCODILE CREEK*

Rationale: This activity is designed to develop awareness of personal values and the fact that values differ from person to person. Further, it is designed to promote acceptance of difference as being neither right nor wrong in itself, just different.

Materials: The "Crocodile Creek" graphic or one similar is vital for keeping track of the characters and for voting. The story is too complex to be effectively remembered by most people (adults included). The leader will probably need a chalkboard or some other large surface to keep a tally of opinions. Group members have always been very interested in seeing how the group as a whole voted.

Activity: Pass out graphic, then read the story to the group. From there, follow procedures under "Questions."

Crocodile Creek

Once upon a moment there was a girl by the name of Abigail who was very much in love with a boy named Abner. Now, Abigail lived on the other side of the river from Abner and in order for her to meet with him she would have to cross the bridge.

One morning on her way to see Abner to give him a present that she had spent all of her hard earned money on and carefully wrapped, she found that the bridge had fallen down during a storm and she could not get across. She was desperate.

While Abigail sat by the water's edge and sobbed pitifully, Sinbad came rowing down the river in his rowboat. "What's the matter Abigail?" called out Sinbad, and she proceeded to tell him of her problem. She then asked him if he would row her across the river in his boat. "Why of course," said Sinbad, "But you will have to give me something to make it worth my while. You will have to make love (give me that beautiful present) to me. "Why, I can't do that!" said Abigail. "Then I won't take you across!" said Sinbad.

Abigail was so distraught, but just then she saw Ivan, the lumberjack and told him of her problem and of the proposition made by Sinbad. "I'm sorry, I can't help you. I don't want to get involved," said Ivan and he walked away.

Abigail walked back to the river thinking that she may never see her boyfriend, Abner, again. She then decided that she loved Abner so much that she would have to sacrifice in order to see him and said yes to Sinbad. After Sinbad got what he wanted,

*See Reference Section, item 9

he rowed her across the river and said goodbye. Abigail ran to Abner, fell into his arms, gave him a hug and tearfully told of her story. When she was done, Abner screamed at her "How could you do such a thing?" and angrily pushed her away from him while saying that he didn't ever want to see her again. "But I did it for you, because I love you!" cried Abigail. "Get out!" screamed Abner.

As Abigail tearfully walked along the river, feeling lonely and rejected, she ran into her old friend Slug. She told him the whole story and that Abner threw her out. Slug said, "Why, he can't do that to you! We'll see about this!" and angrily stormed down the path towards Abner's house. He knocked down the door and grabbed Abner, yelling at him, "You ungrateful slob. You have broken poor Abigail's heart." And he proceeded to punch and kick Abner senseless. All the while Abigail was standing in the doorway and was just smiling.

Question: Under each name put the number which describes how you think about each of the people (the teacher may have to summarize names and roles) using this scale:

1	2	3	4	5
Worst Person	Bad	Not so Bad	Kind of Alright	Best Person

Have the kids raise their hands when you ask, "Who picked Abigail for the worst?" Then go on down the scale, tallying the scores for each character. Have each person respond to why they made their choice. Point out the similarities of choice (value/morals) as well as the differences. Point out that differences make us unique and they can also bring about problems with respect to understanding between two people. Because each of our values are unique and different, there is no way of telling who is right or who is wrong. In respecting our differences, everyone becomes right and no one becomes wrong. Point out, also, how we as human beings tend to choose our friends according to how our values match up (how similar they are) and this makes us comfortable. Note, also, that those who don't have our same values also choose friends whose values match. Neither is right, neither is wrong. Both become right for themselves; and if we accept that we are different and that's OK, then both become right for everyone.

ABIGAIL

ABNER

SINBAD

IVAN

SLUG

VALUES VOTING

Rationale: This unit is designed to promote an awareness of personal values. A few of these alternatives are contemporary controversial issues and might stimulate serious dialogue.

Materials: The leader needs the questions on the following pages or a list that accomplishes the same purpose.

Activity: Ask the question: "How many of you believe in/that . . .?" (e.g., abortion) Have the students vote by holding their index finger up if they agree or stir with their thumb if they definitely don't agree. Go down the list until in your judgment you have lost about half of them. With respect to the alternate voting list, the "Dress the Elephant" process is designed to add some comic relief. Basically, you might say, "OK, now, imagine that you have an elephant and it is your job to decorate this elephant in any way you choose. You may want to dress it in something or paint it or whatever. I'll give you a few moments to think about it. So be creative!"

Have each student respond in sequence. You might share your own creation.

The number 5a. is used as an attention getter, i.e., "How many of you would wear different colored socks?" You may choose to not use this or create your own "let's see if they are awake," game.

VALUES VOTING

1. Should see marriage counselor before getting married
2. Abortion
3. Age of consent lowered to 16
4. Girl allowed to ask a boy out
5. Date someone 15 years older
6. Woman to continue working after child is born
7. Work for a woman boss
8. Woman president
9. Black president
10. Drinking age lowered to 18
11. High school important
12. College important
13. No government
14. More emphasis on technology
15. More emphasis on sociology
16. Free medical care
17. Work for what you get
18. God
19. Workers cooperative
20. Right to firearms
21. Free education
22. Giving advice
23. Men hugging
24. Male nurse
25. Boys with dolls
26. Girls with trucks and guns
27. Freedom of suicide
28. Kill in self-defense
29. Stricter laws for drug abuse
30. Stricter laws for rape

VALUES VOTING (ALTERNATIVE)

Develops awareness of uniqueness and commonalities.

1. How many here would want more than three kids?
2. Legalize marijuana
3. Legalize prostitution

INTERIM:

Dress the elephant - Decorate (How would you decorate an elephant?)

4. No children
5. Lower age of consent (adulthood) to 16

5a. Same color of socks

6. Lower drinking age to 16
7. Make religion a must course in school
8. Take children away from parents who abuse them
9. Learn better in class than on the job

VALUES CREST

Rationale: This is a basic activity in raising self-esteem through drawing students attention to themselves as important, successful people. It is a good preparation for the "Success Statement and Posi-Wheel Activity."

Materials: The students need to have an appropriate Values Crest and a writing implement. (Note the choice of four crests.)

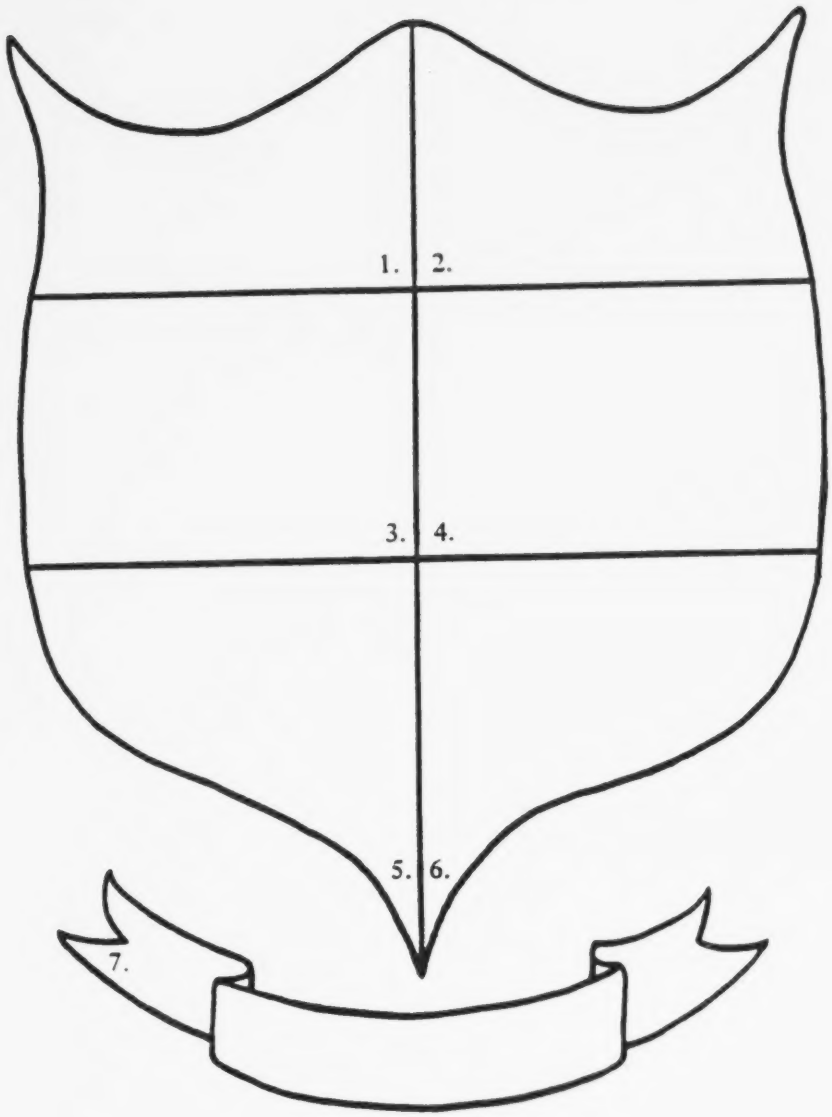
Activity: After each person has his/her crest, the leader reads 1-7 below, allowing time for students to fill in their crests.

1. Express in a drawing or 1-8 words the most important thing that has happened to you from your birth until now.
2. What is something you want to become or be?
3. What is the best thing that has happened to you the past year?
4. What is the best thing that has happened to you in the past week?
5. If you had one year in which to live and you were guaranteed success, what would you attempt to do?
6. Draw or write about something that you are good at.
7. What one thing would you like to become better at?

Have kids share in small groups what they have done. Allow 30 seconds for responses.

Discuss whether they are used to thinking about good things that have happened to them. If not, ask why this might be true.

Try to limit any feelings of failure regarding this exercise by assisting students through the use of prompts when they are having difficulty filling out their responses. It might be advisable to do this on a one-to-one basis so as to limit any embarrassment that might be generated by singling them out in the group.


1.
2.
3.
4.
5.
6.
7.

RESPONSIBILITY

Rationale: Responsibility is a word that is used so often that its meaning and impact are watered down. The purpose of the worksheet and discussion is to identify the direct relationship between responsibility and self-esteem.

Materials: One responsibility worksheet and a pencil for each participant.

Activity: Arrange the group in a circle.

Discuss the four (4) definitions of responsibility at the top of the page first.

Allow participants to write their responses to the questions.

Discuss in group emphasizing the positive. (e.g., Tell about a specific instance where you were able to respond when someone had a need.)

RESPONSIBILITY

1. Rewrite the following definitions in your own words.

   Responsibility:

   (1) The ability to respond; to meet a need.

   (2) Knowing right from wrong; having ethical discrimination.

   (3) Able to meet obligations or to act without superior authority or guidance.

   (4) To own the consequences of ones own actions.

2. What do you think of yourself doing when you think of being responsible?

3. What words would you use to describe a person who is capable of handling responsibility?

4. How many of the words you used to answer the previous question would apply to you now?

5. What responsibilities must you take on when you want to establish a good relationship with another person?

6. Do you believe that people must be given responsibility to feel worthwhile? _____ Why?

7. When you are irresponsible, how do you feel about yourself?

Ego Trip/Journal

The final activity of each lesson is an exercise titled, "Ego Trip/Journal." Students are handed a mimeographed sheet to use for their personal journal. Printed at the top of the sheet is the "ego trip" message, which reads:

> "I am an important person."
>
> "I am a worthwhile person."
>
> "I like myself and I feel good today because..."

Students and teachers recite this message in unison. As they come to the blank after "because," each student fills in a statement relating something her or she has done that day that made him or her feel good. examples from student journals include:

> "I like myself and I feel good today becuase I am ignoring some of the people who are being silly."
>
> "I like myself and I feel good today because I read 164 words in a minute."
>
> "I like myself and I feel good today because I learned that I'm not dumb."

Then the student completes a statement that begins, "Today I learned..." writing either a summary of the day's lesson or some entry about the way he or she felt during the lesson. The journal pages are accumulated in each student's journal notebook.

The "Ego Trip/Journal" serves several purposes. First, it forces each student to verbalize daily that he or she has value as a person. The act of saying it impresses on the student that the words apply to him or her. Second, the "ego trip" requires students to specify and acknowledge at least one thing they did well that day. Third, writing a summary of the day's activity make the topic for that day more personally relevant to the student.

Life Goal

Imagine you have discovered you will be dead within one year. There are no second opinions. By the end of the year you will be dead. If this is so how do you complete your life needs, experience all before your year is up? Write this down and look at everything in your life, e.g., undone or unsaid things. What needs doing to complete your life?

Great! Now, imagine you have 6 months to live. What do you want to accomplish?

Fine! Now, you have 3 months to live. Some of you will not see your next birthday (Christmas, Easter, etc.) and will be dead before _____, (give month). What do you need to complete? You may use material from the 6 month section or develop something new.

Fine! Now it's 1 month. You will be dead by _____, (insert date and month). What do you do now? You have one week to live, what is your goal now?

Finally we're down to the next 24 hours, by this time tomorrow you will be gone. What's left to do?

Trainer's Note: *Wait 30-45 seconds before continuing.*

How many noticed the same goal emerge as the days got shorter?

Trainer's Note: *Allow for sharing. Share your own experiences of this activity.*

We all know some day we will die, but function as if we won't. ***None*** of us know we have more than 24 hours to live, yet we keep procrastinating for another day. "I'll be happy when I meet the right woman, get the right job, finish my degree," etc., are samples of how we put off living happy and complete lives now. These are examples of how we make the future responsible for what we do in the present. Look at your priorities and goals. What are you doing now to achieve these? Why or why not?

Life Goal

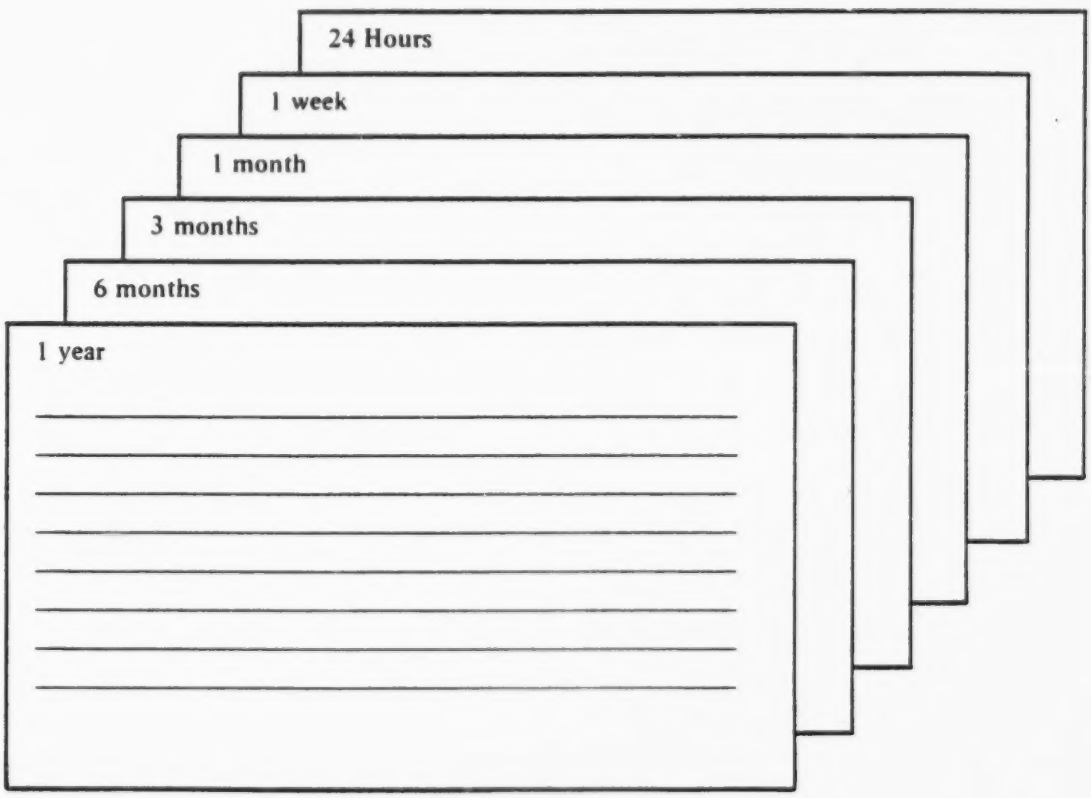
The more we can understand our goals in life, the better we can achieve them. Vague goals produce vague results. Clearly stated goals reveal the process for achieving those goals. Life confusion is often due to goal confusion. Goals provide direction for life's journey and give definite alternatives for achievement.

Some of us resist this concept and refuse to have structured goals which is fine, but notice if this can be a barrier to what you want out of life. The next exercise is designed to assist you in looking at possible life goals to be translated into terms of priorities.

> ***Trainer's Note:*** *Have participants turn to the life goal activity sheet, (figure 11), on page 20 in their folders. Allow 2 minutes for the 1 year and 6 months periods; one minute for the 3 months and 1 month periods; 30 seconds for the 1 week and 24 hour periods. Give a 30 second warning on the 2 minute and 1 minute periods.*

Figure 11

LIFE GOAL ACTIVITY SHEET



RESOURCE MATERIALS

A nightmare is the child's way of telling in pictures what he fears to tell in words. It is better for children to express jealousy and anger in words rather than in a nightmare.

Haim G. Ginott

Between Parent and Child

Notes

Resource materials on self-esteem will be found in this section. Some of the materials are available from SERN (Special Education Resource Network); others are available elsewhere. Information has been provided on how and where to obtain the materials presented.

APPLICATION OF ATTRIBUTION THEORY TO DEVELOPING SELF-ESTEEM IN LEARNING DISABLED ADOLESCENTS. Lawrence, KS: Institute for Research in Learning Disabilities, 1980.

The effect of an attribution retraining program intended to teach LD adolescents to attribute achievement outcomes to the internal factor of effort was the focus of the present research. Effort attributions enable students to accept responsibility for their achievement outcomes in ways that enchance their self-esteem. This research was concerned with learning disabled adolescents' perceptions of personal (internal) and environmental (external) causality as explanatory constructs in their academic success and failure. The relationship between attributions, expectancy of success, and self-esteem was the focus of the research. This study found that LD adolescents did not differ significantly from non-LD adolescents in their responses to general self-esteem and attribution questionnaires. Research Report #23.

Available from SERN Resource Service Center, 650 University Avenue, Room 201, Sacramento, CA 95825, (916) 921-0521.

FOUR SESSIONS TARGETED TOWARD SPECIAL EDUCATION AIDES, a SERN 6 Training.

This packet contains examples of 4 workshops with or for special education aides. The materials include agendas, workshop planning sheets and "A Handbook for Aides, Teachers, and Administrators," that was put together for Lindsay Unified School District.

The four workshops are dated 10/81, 11/81, 12/81, and 10/82. Titles: Building Self-Esteem in Special Students; If a Kid Can't Learn; Aide Appreciation; and Better Teacher - Aide Communication.

Available from SERN RSC.

THE SOCIAL DEVELOPMENT OF HANDICAPPED STUDENTS. Edited by Robert Gaylord-Ross, Thomas Haring (UC Santa Barbara), et al. San Francisco: San Francisco State University.

BCP METHOD CARDS, SOCIAL SKILLS. Special Education Information Management System (SEIMS). Santa Cruz: Office of the Santa Cruz County Superintendent of Schools, 1977.

For further information please contact:

Richard D. Struck
Project Director
701 Ocean Street
Room 200
Santa Cruz, CA 95060

EDUCATIONAL ASSESSMENT OF SOCIAL INTERACTION (E.A.S.I.). An observational checklist for measuring social interactions between nondisabled and severely disabled students in integrated settings, by Lori Goetz, Tom Haring, and Jacki Anderson: The EASI was developed through the cooperative efforts of San Francisco State University and San Francisco Unified School District, Wayne Sailor, Principal Investigator, San Francisco State University.

BUILDING SELF-ESTEEM: A COMPREHENSIVE SCHOOL PROGRAM, Robert W. Reasoner. Palo Alto: Consulting Psychologists Press, Inc.

Building Self-Esteem is a comprehensive new program that involves administrators, teachers, and parents in fostering a high level of self-esteem in students in Kindergarten through Grade 8. Additionally, Building Self-Esteem is designed to create a school climate or environment in which students are highly motivated, productive, and cooperative.

Building Self-Esteem has several important uses:

Classroom Instruction--Teachers and aides are provided with a complete set of materials for increasing students' motivation and self-concept, with over 500 activities included in the program.

Teacher Training--Inservice or training leaders have a thorough, step-by-step guide with all the materials they need to run an inservice program, including overhead transparency masters. The program is especially useful for college teacher training classes in affective education.

Implementing a Whole-School Program--School administrators have a program implementation guide that shows in detail how to establish and maintain a positive school climate that effectively involves teachers, students, and parents.

Parent Involvement--For federal, state, and local school programs that require parent involvement, Building Self-Esteem provides guidelines to help parents understand and participate in the self-esteem program.

Available from Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

PROJECT ES-TEAM: THE STUDY OF HISTORY, LAW AND GOVERNMENT COMBINED WITH HUMAN RELATIONS TRAINING. Encino: Central Educational Support Center.

ES-TEAM-"Eliminating Stereotyping Through Educational Activity Management"-is a social studies program combined with human relations training. The goals are:

--to increase interest and achievement in social studies
--to provide an experiential program with student group interaction
--to improve the individual's self-esteem
--to reduce uncooperative behavior
--to help reduce stereotypic attitudes
--to improve reading and oral language skills

The Project has been designed for all kinds of students in any classroom grouping in grades three through nine. It has been successful in a range of regular and special classroom situations, including classes for the gifted and talented; for the educationally handicapped; and for students who differ in age, sex, academic or physical ability.

In addition, Project ES-TEAM has worked well in both high and low socio-economic areas, for students of various ethnic backgrounds as well as those in mono-ethnic classrooms. All student materials have been translated into Spanish.

For further information contact:

Eleanor Philips, Director
Project ES-TEAM
Central Educational Support Center
15530 Hesby Street
Encino, CA 91436
(213) 907-0784

WISH PROGRAM - TEEN AND PARENT. Washington Institute of Self Help, Seattle, WA 98155.

Unlocking Your Potential
Edge Learning Institute
7121 27th St. West
Tacoma, WA 98466
(206) 565-3131

Keys To Excellence for Youth
A Pacific Institute Educational Program
Seattle, WA 98155

TALKING, LISTENING, COMMUNICATING: BUILDING INTERPERSONAL RELATIONSHIPS, Jeffrey S. Bormaster, Carol Lou Treat. Austin: Pro-Ed.

This is a complete curriculum guide for helping students build positive interpersonal relationships through group activities. Chapter 1 helps you become a successful group leader. Chapters 2 through 5 focus on developing students' self-understanding, their ability to relate to and work with others, and their functioning as members of a group. Chapters 6 through 8 show how to develop creativity, problem-solving skills, and decision-making skills through group processes. Chapter 9 deals with how to end a group in a positive manner.

The activities require 30 minutes or less to complete, have clear step-by-step directions, include both pencil and paper and interactive experiences, and are sequenced within the book and with each chapter.

For further information contact:

Pro-Ed
5341 Industrial Oaks Blvd.
Austin, TX 78735
(512) 892-3142

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Trust is the result of a risk successfully survived.

Jack R. Gibb

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